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VOL. 4

JANUARY, 1932

No. 1

THE SCHOOL OF NURSING



1932

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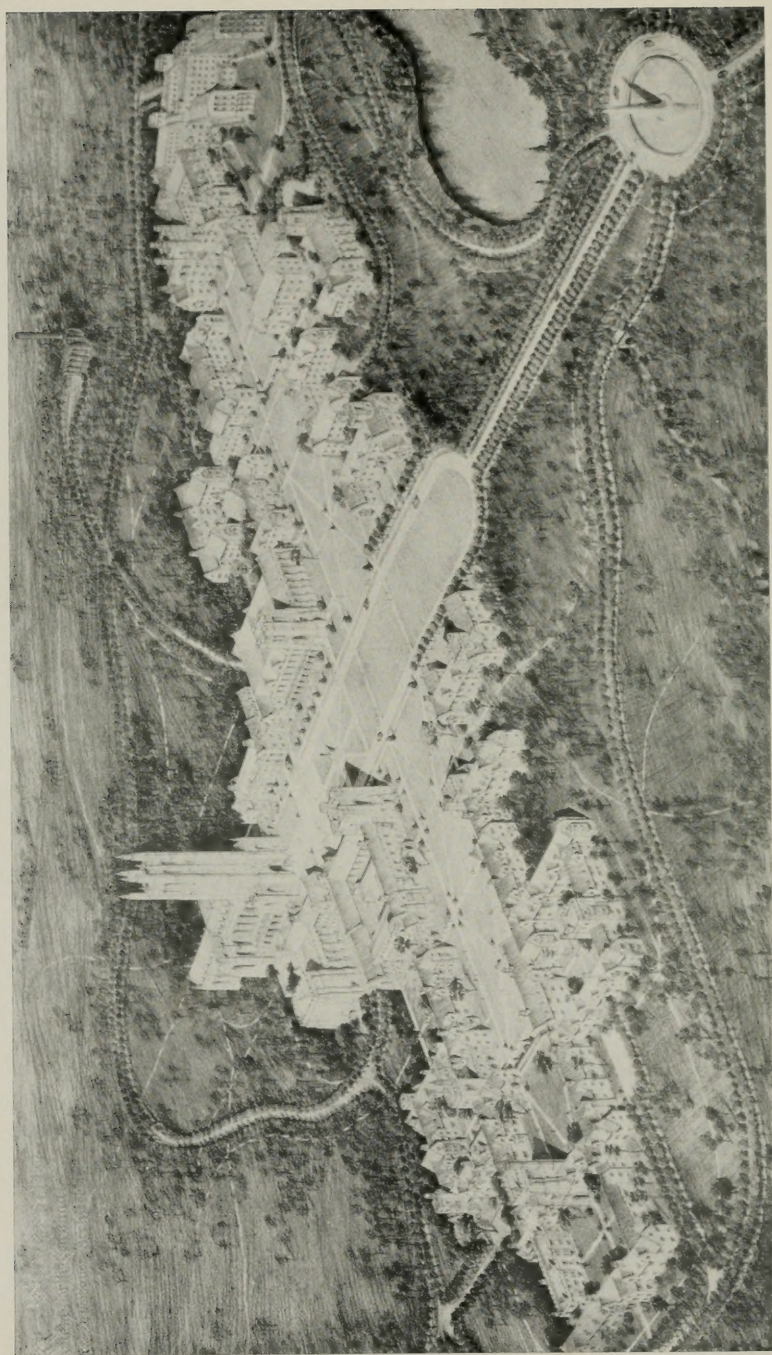
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BIRD'S EYE VIEW OF THE WEST CAMPUS OF DUKE UNIVERSITY, SHOWING MEDICAL SCHOOL AND HOSPITAL AT EXTREME RIGHT
(FROM ARCHITECT'S DRAWING)

BULLETIN
OF
DUKE UNIVERSITY

THE SCHOOL OF NURSING



1932

DURHAM, NORTH CAROLINA

1932

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SCHOOL OF NURSING AND HOSPITAL CALENDAR 1932-1933

1932

- January 4 (Monday)—Winter quarter begins.
- February 22 (Monday)—Washington's Birthday (holiday).
- March 19 (Saturday)—Winter quarter ends.
- March 21 (Monday)—Spring quarter begins.
- June 11 (Saturday)—Spring quarter ends.
- June 13 (Monday)—Summer quarter begins.
- July 4 (Monday)—Independence Day (holiday).
- October 1 (Saturday)—Summer quarter ends.
- October 3 (Monday)—Autumn quarter begins.
- November 24 (Thursday)—Thanksgiving Day (holiday).
- December 23 (Friday)—Autumn quarter ends and Christmas vacation begins.

1933

- January 2 (Monday)—Winter quarter begins.
 - February 22 (Wednesday)—Washington's Birthday (holiday).
 - March 18 (Saturday)—Winter quarter ends.
 - March 27 (Monday)—Spring quarter begins.
 - June 10 (Saturday)—Spring quarter ends.
- 222561

OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.

President of the University

ROBERT LEE FLOWERS, A.M., LL.D.

Vice-President, Secretary, and Treasurer

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.

Vice-President

FRANK CLYDE BROWN, A.B., A.M., Ph.D.

Comptroller

CHARLES BLACKWELL MARKHAM, A.B., A.M.

Assistant Treasurer

ARTHUR CARL LEE, B.S., C.E.

Chief Engineer

BESSIE BAKER, R.N., B.S.

Dean of the School of Nursing

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., M.D.

Dean of the School of Medicine

FACULTY OF THE SCHOOL OF NURSING

BESSIE BAKER, R.N., B.S.

Dean of the School of Nursing and Professor of Nursing Education

Diploma, Johns Hopkins Hospital School of Nursing, 1902; Assistant Director of Nursing, Women's Hospital, 1910-1912; Assistant Director of Nursing, Johns Hopkins Hospital, 1912-1917; Chief Nurse, Base Hospital No. 13, A. E. F., 1917-1919; B.S. and Diploma in Administration in Schools of Nursing Teachers College, Columbia University, 1922; Director of Nursing at Charles T. Miller Hospital, St. Paul, and Assistant Professor of Nursing, University of Minnesota, 1922-1930; Dean of the School of Nursing and Professor of Nursing Education, 1930—.

ANN HENSHAW GARDINER, R.N., B.S., M.S.

Assistant Professor of Nursing Education

Diploma and Teaching Certificate, Shepherd College State Normal, Shepherds-town, W. Va., 1909; taught public schools, 1909-1911; Diploma Massachusetts General Hospital School of Nursing, 1914; Theoretical and Practical Instructor, St. Luke's Hospital, New Bedford, Mass., 1914-1917; U. S. Base Hospital No. 6, A. E. F., 1917-1919; Superintendent of Nurses, Bridgeport Hospital, Bridgeport, Conn., 1920-1921; B.S. and Teacher's Diploma, Teachers College, Columbia University, 1923; Educational Director, Baylor University School of Nursing, Dallas, Texas, 1922-1924; Premedical course, University of Washington, Seattle, Wash., 1925; Director of Education, Stanford University School of Nursing, 1925-1926; M.S., Kansas State Agricultural College, 1927; Director of Education, Flushing Hospital, Flushing, N. Y., 1927-1930; Assistant Professor of Nursing Education, 1930—.

ELSIE WILSON MARTIN, A.B., M.S.

Professor of Dietetics

A.B., Whitman College, 1913; Teachers College, Columbia University, 1914-1915; Professor of Home Economics, College of Puget Sound, Tacoma, Washington, 1915-1917; Dietitian, University of Iowa Hospital, Iowa City, Iowa, 1919-1920; Dietitian, Charles T. Miller Hospital, St. Paul, Minn., 1920-1926; M.S., Teachers College, Columbia University, 1926-1927; Administrative Dietitian, Lakeside Hospital, Cleveland, Ohio, 1927-1930; Professor of Dietetics, 1930—.

HELGE LUNDHOLM, Ph.D.

Associate Professor of Psychology

Ph.D., University of Stockholm, Sweden, 1919; Scholarship of the American-Scandinavian Foundation, 1919-1920; Assistant in Psychology at Harvard University at different intervals; Psychologist, McLean Hospital, Waverley, Mass., 1921-1930; On leave doing research work for the Government of Sweden, in Industrial Psychology, 1923-1925; Associate Professor of Psychology, 1930—.

HAYWOOD M. TAYLOR, B.S., M.S., Ph.D.

Assistant Professor of Biochemistry

B.S., M.S. and Ph.D. in Chemistry, University of North Carolina, 1920, 1921 and 1924; Instructor in Chemistry and Pharmaceutical Chemistry, University of North Carolina, 1920-1925; Research Chemist, E. R. Squibb & Sons and Fisk Rubber Co., 1925-1928; Instructor in Ophthalmology, Johns Hopkins University, and Chemist to Wilmer Institute, 1928-1930; Assistant Professor of Biochemistry, 1930—.

ROGER D. BAKER, B.A., M.D.

Instructor in Anatomy

A.B., University of Wisconsin, 1924; M.D., Harvard College, 1928; Assistant in Pathology, Johns Hopkins Hospital, 1928-1929; Assistant Resident Pathologist, Johns Hopkins Hospital, 1929-1930; Instructor in Anatomy, 1930—.

WILLIAM HENRY HOLLINSHEAD, B.A., M.S.

Instructor in Anatomy

B.A. and M.S., Vanderbilt University, 1926 and 1927; Fellow in Biology, Vanderbilt University, 1926-1927; Instructor in Biology, Vanderbilt University, 1927-1930; Instructor in Anatomy, 1930—.

HYMAN MACKLER, A.B., M.A.

Instructor in Physiology and Pharmacology

A.B., M.A., University of California, 1928-1929; Assistant in Physiology, University of California, 1929; Instructor in Physiology and Pharmacology, Duke University Hospital, 1930—.

BAYARD CARTER, A.B., M.A., M.D.

Professor of Obstetrics and Gynecology

A.B., University of Delaware, 1919; B.A. and M.A., Oxford University, Oxford, England, 1923; M.D., Johns Hopkins University, 1925; Intern, Assistant Resident, Resident, Instructor and Assistant in Obstetrics and Gynecology, New Haven Hospital, New Haven, Conn., 1925-1929; Professor of Obstetrics and Gynecology, University of Virginia Medical School, 1929-1931; Professor of Obstetrics and Gynecology, Duke University Hospital, 1931—.

ALFRED RIVES SHANDS, JR., A.B., M.D.

Assistant Professor of Orthopedic Surgery

A.B., M.D., University of Virginia, 1918-1922; Resident and Instructor in Orthopedics, Johns Hopkins Hospital, 1926-1927; Instructor in Orthopedics, George Washington University, 1927-1930; Assistant Professor of Orthopedic Surgery, Duke University Hospital, 1930—.

EDWIN PASCAL ALYEA, B.S., M.D.

Assistant Professor of Urology

B.S., Princeton University, 1919; M.D., Johns Hopkins University, 1923; Intern, Johns Hopkins Hospital, 1923-1925; Instructor and Resident in Surgery, Urology, 1925-1929; Assistant Professor of Urology, Duke University Hospital, 1929—.

CLARENCE E. GARDNER, JR., A.B., M.D.

Instructor in Surgery

A.B., Wittenberg College, 1924; M.D., Johns Hopkins University, 1928; House Officer, Johns Hopkins Hospital, 1928-1930; Resident and Instructor in Surgery, Duke University Hospital, 1930—.

EMIL BOGOMIR CEKADA, B.S., M.S., D.Sc., M.D.

Instructor in Medicine

B.S. and M.S., University of the State of Washington, 1923-1924; D.Sc., M.D., Johns Hopkins University, 1926-1929; Assistant Resident and Instructor of Medicine, Duke University Hospital, 1930—.

ANGUS MURDOCH McBRYDE, B.S., M.D.

Instructor in Pediatrics

B.S., Davidson College, Davidson, N. C., 1924; M.D., University of Pennsylvania Medical School, 1928; Intern, Hospital of University of Pennsylvania, 1928-1929; Resident in Pediatrics, Hospital of University of Pennsylvania, 1929-1930; Assistant Resident in Pediatrics, Harriet Lane Home, The Johns Hopkins Hospital, 1930-1931; Instructor in Pediatrics, Duke University Hospital, 1931—.

FRANCIS W. PORRO, B.S., M.D.

Fellow in Pathology

Georgia School of Technology, 1921; B.S., University of Chicago, 1926; M.D., Rush Medical School, 1929; Fellow in Pathology, Duke University Hospital, 1931—.

VIRGINIA GEARHART GRAY, A.B., A.M., Ph.D.

Instructor in English

A.B., Goucher College, Baltimore, Md., 1924; A.M., Ph.D., University of Wisconsin, Madison, Wis., 1925-1927; Research Secretary, Medical History Committee, Louisiana State Medical Society, 1928-1930; Instructor in English, Duke University Hospital, 1930—.

EMILY HAMMOND, B.S.

Physiotherapist

B.S., Winthrop College, 1923; Walter Reed School of Physiotherapy, 1927; Harvard University School of Physiotherapy, 1930; Physiotherapist, Duke University Hospital, 1930—.

E. LOUISE GRANT, R.N.

Assistant to the Dean

University of Minnesota, 1923-1924; Diploma of Graduate in Nursing, University of Minnesota, 1927; Summer Session in Nursing Education, University of Minnesota, 1930; Summer Session in Science, Literature and Arts, University of Minnesota, 1931; Superintendent of Nurses, Kenmore Deaconess Hospital, Kenmore, North Dakota, 1927-1930.

MARIE A. MEHELICK, R.N., B.S.

Instructor in Principles and Practice of Nursing

B.S. with Educational Major, University of Minnesota, 1931; Diploma, University of Minnesota, 1931.

AUGUSTA LAXTON, R.N., B.S.

Supervisor of Night Service

B.S., Florida State College for Women, 1921; Diploma, Johns Hopkins Hospital School of Nursing, 1926; District Nurse, Charlotte, Coöperative Nursing Association, Charlotte, N. C., 1928-1930.

NANCY LINDSAY LAWLOR, R.N.

Supervisor of Nursing Service in Dispensary

Guilford College, 1905-1906; Diploma, Johns Hopkins Hospital School of Nursing, 1910; Summer Session, Columbia University, 1924; Special student, Presbyterian College, 1924-1925; Staff Nurse, State Board of Health, Jacksonville, Fla., 1926-1927; Director, City Health Department, W. Palm Beach, 1927-1930.

HULDA GERTRUDE NELSON, R.N.

*Instructor in Operating Room Technique**Supervisor of the Operating Room*

Diploma, Johns Hopkins Hospital School of Nursing, 1925; Supervisor Operating Room, Princeton Hospital, Princeton, N. J., 1928-1930.

ASSISTANT SUPERVISORS AND HEAD NURSES

WALBORG S. WAYNE, R.N.

Assistant Supervisor of Night Service

Diploma, University of Minnesota School of Nursing, 1928; Head Nurse on Men's Surgical Ward, General Hospital, Minneapolis, Minn., Feb. 1929-Dec. 1929; Night Supervisor of Contagious Department, General Hospital, Minneapolis, Minn., Dec. 1929-Nov. 1930; Night Supervisor of Contagion and Pediatrics, General Hospital, Minneapolis, Minn., Nov. 1930-Aug. 1931; Assistant Night Supervisor, Duke Hospital, Aug. 1931—.

MARION FRANCES BATCHELDER, R.N.

Assistant Supervisor of the Operating Room

Diploma, Peter Bent Brigham Hospital School of Nursing, 1920; Head Nurse and Supervisor of Operating Room, Peter Bent Brigham Hospital, 1921-1923 and 1923-1927; Head Nurse, Operating Room, Johns Hopkins Hospital, 1927-1930.

EMILY JANNEY, R.N.

Assistant Supervisor of the Operating Room

Diploma, Union Memorial Hospital School of Nursing, Baltimore, Md., 1929; Assistant in Operating Room, Union Memorial Hospital, 1929-1930.

MILDRED SHERWOOD, R.N.

Head Nurse on Pediatric Ward

Diploma, Mount Sinai Hospital, New York City, 1923; Head Nurse Mount Sinai Hospital, 1923-1926; Head Nurse, Johns Hopkins Hospital, Baltimore, Md., 1926-1930.

EDITH BREWER, R.N.

Head Nurse on Obstetrical and Gynecological Ward

Diploma, State University Hospital of Oklahoma, 1926; work in Obstetrics, Chicago Lying-In Hospital, 1926; Supervisor of Obstetrical Department, State University Hospital of Oklahoma, 1926-1929; Supervisor of Obstetrical Department, L. D. S. Hospital, Salt Lake City, Utah, 1929-1930.

MURIEL LEWIS, R.N.

Head Nurse on Private Medical Ward

Diploma, Washington University School of Nursing, St. Louis, Mo., 1926; Head Nurses' Course, Teachers College, Columbia University, 1928-1929; Head Nurse on Men's Medical Ward, Barnes Hospital, St. Louis, Mo., 1927-1928; Head Nurse on Colored Ward, Barnes Hospital, 1929-1930; Head Nurse on Women's Floor, Robert W. Long Hospital, Indianapolis, Ind., 1930-1931.

HANNAH CROTHERS, R.N.

Head Nurse on Private Surgical Ward

Diploma, Church Home and Infirmary, Baltimore, Md., 1920; Night Supervisor, Employees' Hospital, Fairfield, Ala., 1920-1921; Maternity Supervisor, Church Home and Infirmary, Baltimore, Md., 1921-1930.

MARION McMAHON, R.N.

Head Nurse on Women's Surgical Ward

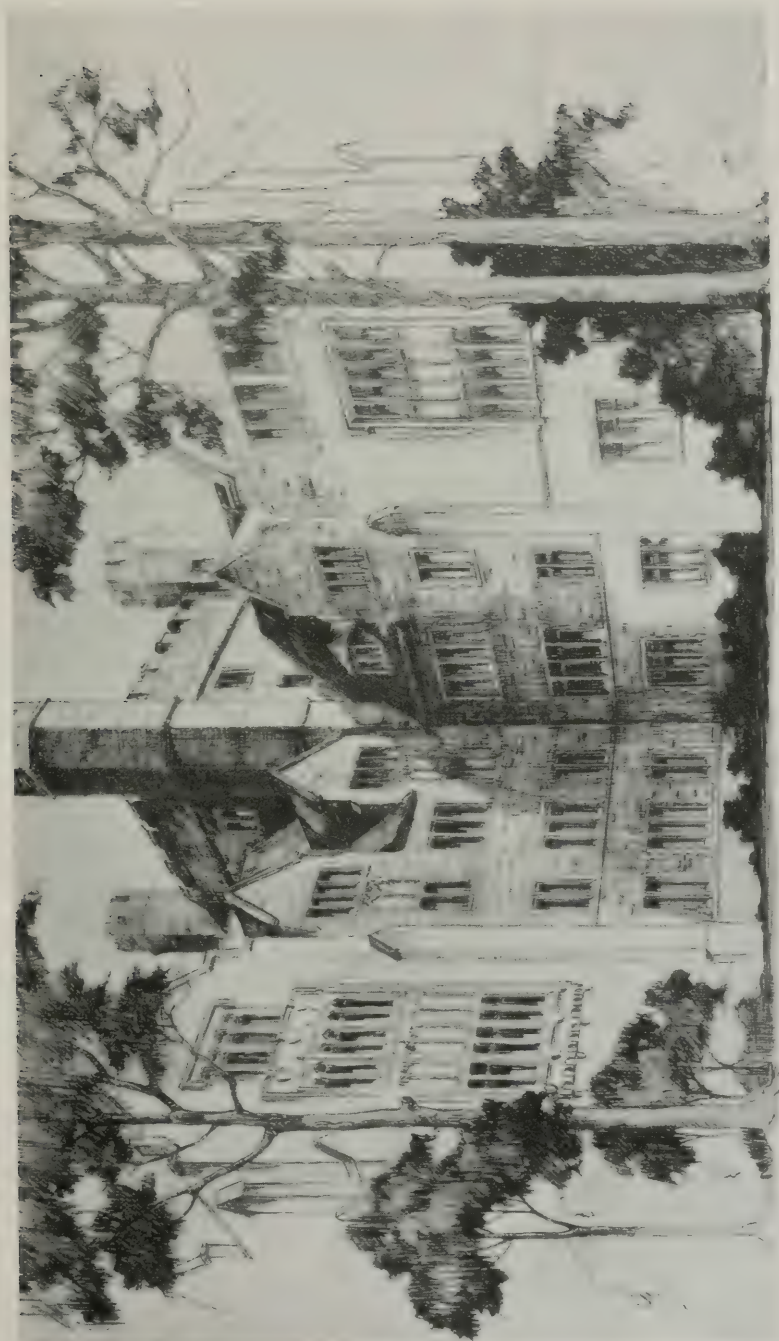
Diploma, St. Luke's Hospital, Duluth, Minnesota, 1930; Assistant to Supervisor of Obstetrics, St. Luke's Hospital, Jan. 1931-Sept. 1931.



ONE OF THE SEVERAL OPERATING ROOMS IN DUKE HOSPITAL



AMPHITHEATER USED FOR LECTURES AND CLINICS



(FROM AN ETCHING)

CORNER OF THE MEDICAL SCHOOL AND HOSPITAL.

MARY ANN HANSON, R.N.

Head Nurse on Men's Surgical Ward

Diploma, State University of Oklahoma, Oklahoma City, Okla., 1930; Post Graduate Course in Obstetrics at St. Louis Maternity Hospital, St. Louis, Mo., June 1930-Oct. 1930; Relief Supervisor on Contagion, University Hospital of Oklahoma, for two weeks in Feb. 1930.

ELIZABETH C. CARTER, R.N.

Head Nurse on Women's Medical Ward

Diploma, Petersburg General Hospital, Petersburg, Va., 1922; Supervisor of Medical and Surgical Ward, Baltimore City Hospital, 1926-1927; Supervisor of Female Medical Ward, Louisville City Hospital, 1927-1928; General Duty, Willard Parker Hospital, New York City, 1928-1929; Assistant and Charge Nurse of Medical and Surgical Ward, Henry Ford Hospital, Detroit, Michigan, 1930.

JEAN L. ROWLEY, R.N.

Head Nurse on Men's Medical Ward

Diploma, The Genesee Hospital School of Nursing, Rochester, N. Y., 1928; Post Graduate work at the Children's Hospital, Boston, Mass., Jan. 1931-April 1931; Night Charge Nurse on Pediatrics, 7 months Assistant Day Charge Nurse on Pediatrics, 5 months, Day Charge Nurse on Pediatrics, 2 months, and Floater and Night Superintendent, 4 months, Strong Memorial Hospital, Rochester, N. Y., Feb. 1929-Oct. 1930; School Nurse, Health Bureau, Rochester, N. Y., Sept. 1930-Jan. 1931.

NELL LUTHER, R.N.

Head Nurse on Medical and Surgical Colored Ward

Diploma, Biltmore Hospital, Biltmore, N. C., 1919; Head Nurse, Biltmore Hospital, 1924; Office Assistant, Asheville, N. C., 1926-1930; Private Duty, Asheville, N. C. and Greenwood, S. C., 1930.

THE SCHOOL OF NURSING

The School of Nursing of Duke University was established in 1925 in connection with the School of Medicine of the University and the Duke Hospital through the munificent gift of the late James B. Duke.

The executive committee of the School of Nursing is composed of the Dean of the School of Medicine, the Dean of the School of Nursing, and two members of the nursing faculty.

The plan of the School is to prepare young women to meet community needs. These needs are interpreted to mean nurses prepared for the administration and teaching in hospitals and public health work, for nursing care of the sick, and teaching of health in the homes and hospitals of the community. The School provides the same recreational, and educational advantages upon the campus as those of the Co-ordinate College for Women. The new nurses' home will be ready for occupancy in June, 1932.

FACILITIES FOR INSTRUCTION

The facilities for instruction include the undergraduate colleges of the University, the School of Medicine, and the Duke Hospital. Students of the School of Nursing are admitted on the same basis as other students of the University.

LIBRARIES

The reference library of books and periodicals of special interest to students majoring in nursing is located in the Hospital Library. The student may use the general libraries on both campuses.

HEALTH REGULATIONS

The School has general supervision of the student's health. All students are required to pass a physical examination upon admission to the School of Nursing and at periods thereafter. The usual tests and vaccinations are required.

VACATIONS

Vacation months may not be limited to the summer, but may be assigned at any time during the year. This may be necessary

to insure the most effective correlation of theory and practice. The time allowed for vacation each year is one month.

ADMISSION REQUIREMENTS

An application form may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C. It should be submitted as early as possible in the year in which the applicant desires admission to the School. The applicant will be notified whether she has been accepted or declined; if accepted, the student must send a deposit of \$25 within two weeks to insure her enrollment. This money will be applied toward the tuition. Classes are admitted on October 1.

The entrance requirements are intelligence, character, and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each. Candidates must have passed their eighteenth birthday.

The degree of Bachelor of Science is also offered to those who have completed successfully two years of college work (60 semester-hours) in Duke University or another acceptable college or university in addition to the three year course leading to the Diploma of Graduate Nurse in the Duke University School of Nursing. The sixty semester-hours may be completed either before or after the three year course in the School of Nursing. Those who contemplate studying for this degree should write to the Dean of the School of Nursing for advice in regard to the required course of study.

EXPENSES

The balance of the tuition fee of one hundred dollars yearly is payable upon the day of admission and at the beginning of each succeeding year of the three year course. There will be no expense for room, board, and laundry during the pre-clinical or clinical periods. Text books and uniforms are furnished.

In the five year course, leading to the Diploma in Nursing and the B.S. degree, the expense of the two years of college work is borne by the student. The above regulations regarding tuition, board, uniforms, and text books apply only when the student is in residence in the School of Nursing.

WITHDRAWAL

Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the executive committee, give promise of being a credit to themselves and the School. At the end of each quarter, the executive committee reviews the records of all students and those whose progress has been unsatisfactory may be advised to leave the School.

PHYSICAL EDUCATION

Exercise for two periods a week during the first two quarters is required of all students taking the three year course. Students in the five year course meet the full requirements of the Woman's College during their freshman and sophomore years. The regulation suits may be purchased through the Physical Education Department at the approximate cost of seven dollars or less.

ACTIVITIES OFFERED

Autumn Term—(October to December), Hockey, swimming, tennis, riding, moderate sports, and hiking.

Winter Term—(January to March), Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, and basketball.

Spring Term—(March to June), Tennis, swimming, riding, baseball, track field events, and archery.

THE CURRICULUM

The professional curriculum covers a period of three years, of which one month each year is assigned for vacations. The courses are divided into the pre-clinical and clinical periods, the former being that time which is devoted almost entirely to the study of the fundamental sciences and to the understanding of the more elementary nursing procedures and the acquisition of skill in their practice. The time is spent chiefly in the classrooms and laboratories of the Duke University Schools of Medicine and Nursing. Clinical experience is given the students after they have acquired skill through supervised practice in the classroom.

THE THREE YEAR COURSE

FIRST YEAR

Autumn Quarter

Sept. 26, 1932-Dec. 23, 1932

SUBJECT	HRS.
Anatomy	110
Physiology	22
Chemistry	55
Hist. Nursing	33
Bacteriology	44
Elem. Phar. & Metrology	33
Personal Hygiene	22
English	33
Posture	11
	<hr/>
	363

Spring Quarter

Mar. 21, 1932-June 11, 1932

Mar. 20, 1933-June 10, 1933

SUBJECT	HRS.
Adv. Nursing	66
Bandaging	11
Physiotherapy	16
	<hr/>
	93

Winter Quarter

Jan. 4, 1932-Mar. 19, 1932

Jan. 2, 1933-Mar. 18, 1933

SUBJECT	HRS.
Elementary Nursing	90
Psychology	22
Materia Medica	33
Nutrition & Cookery	44
Hospital Economy	11
Ethics	11
Case Study	22
English	33
	<hr/>
	266

Summer Quarter

June 13, 1932-October 1, 1932

June 12, 1933-Sept. 30, 1933

SUBJECT	HRS.
Vacation	2 wks.
Ward Practice	8 hrs. daily

SECOND YEAR

Autumn Quarter

Oct. 3, 1932-Jan. 2, 1933

Oct. 2, 1933-Jan. 2, 1934

SUBJECT	HRS.
Pathology	22
Medicine	33
Surgery	33
Diet in Disease	44
	<hr/>
	132

Spring Quarter

Mar. 20, 1933-June 8, 1933

Mar. 19, 1934-June 9, 1934

SUBJECT	HRS.
Communicable Diseases	33
Mental Hygiene	22
Ear, Nose & Throat	22
	<hr/>
	77

Winter Quarter

Jan. 2, 1933-Mar. 18, 1933

Jan. 2, 1934-Mar. 17, 1934

SUBJECT	HRS.
Gynecology	22
Orthopedics	22
Urology	11
Operating Technique	11
Special Therapeutics	11
	<hr/>
	77

Summer Quarter

June 10, 1933-Sept. 28, 1933

June 11, 1934-Sept. 29, 1934

SUBJECT	HRS.
Vacation	4 wks.
Ward Practice	8 hrs. daily

THIRD YEAR

<i>Autumn Quarter</i>		<i>Winter Quarter</i>	
Oct. 2, 1933-Dec. 30, 1933		Jan. 2, 1934-Mar. 17, 1934	
Oct. 1, 1934-Dec. 31, 1934		Jan. 2, 1935-Mar. 16, 1935	
SUBJECT	HRS.	SUBJECT	HRS.
Obstetrics	44	Psychiatry	44
Pediatrics	44	Eye	11
—	88	Skin	11
		Senior Demonstrations	11
			77
<i>Spring Quarter</i>		<i>Summer Quarter</i>	
Mar. 19, 1934-June 9, 1934		June 11, 1934-Sept. 29, 1934	
Mar. 18, 1935-June 8, 1935		June 10, 1935-Sept. 28, 1935	
SUBJECT	HRS.	SUBJECT	HRS.
Professional Problems	22	Vacation	4 wks.
Preventive Medicine and		Ward Practice	8 hrs. daily
Public Health	22		
Social Service	11		
Senior Seminar	11		
	66		

THE FIVE YEAR COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE AND GRADUATE IN NURSING

Major Advisers

BESSIE BAKER, *Dean*

ANN HENSHAW GARDINER

The aim is to give the student, in her first two years, an introduction to the general cultural subjects which are considered fundamental, to give her a good foundation in the sciences, and to have her share in the social and cultural opportunities of college life. Conferences and excursions are planned to give a better understanding of the field the student has chosen.

During the third and fourth years, the student is assigned to supervised graded services for her clinical experience. The course of study during this period is correlated with her practical experience.

In the fifth year, during approximately the last three quarters, the student may elect her major in one of the following subjects:

- I. Teaching in Schools of Nursing.
- II. Ward Supervision and Teaching in Schools of Nursing.
- III. Public Health Nursing.

The diploma of Nursing and the degree of Bachelor of Science are conferred upon the completion of this course.

THE FIVE YEAR COURSE

FIRST YEAR

<i>First Semester</i>	S.H.	<i>Second Semester</i>	S.H.
English, 1	3	English, 2	3
Language	3	Language	3
Chemistry, 1	4	Chemistry, 2	4
Zoölogy, 1	4	Zoölogy, 2	4
Education, 8	3	Mathematics, 1	3
	<hr/> 17		<hr/> 17

Physical Education
Nursing Education

SECOND YEAR

<i>First Semester</i>	S.H.	<i>Second Semester</i>	S.H.
English, 3/5	3	English, 4/6	3
Language	3	Language	3
Psychology, 101	3	Psychology, 102	3
History, 223	3	History, 223	3
Economics, 1	3	Economics, 1	3
	<hr/> 15		<hr/> 15

Physical Education
Nursing Education

Language Requirement—12 semester-hours of which not more than six may be the beginning of the language.

FIFTH YEAR

Courses I, II, III represent the electives offered within the five-year course. Electives are to be chosen in conference with an adviser.

I. *Teaching in Schools of Nursing:*

Principles of Teaching.
Sociology.
History of Education.
Community Health Problems.
Curriculum and Teaching in Schools of Nursing.
Teaching of Nursing Principles and Methods.*
Ward Supervision and Ward Teaching.
Observation and Practice Teaching.
Ward Administration.*
Contemporary Problems.

II. *Ward Supervision and Teaching in Schools of Nursing:*

Principles of Teaching.
Contemporary Problems.
Community Health Problems.
The Curriculum and Teaching in Schools of Nursing.
Ward Supervision and Ward Teaching.
Observation and Field Work in Ward Supervision.
Sociology.
Ward Administration.

III. *Public Health Nursing:*

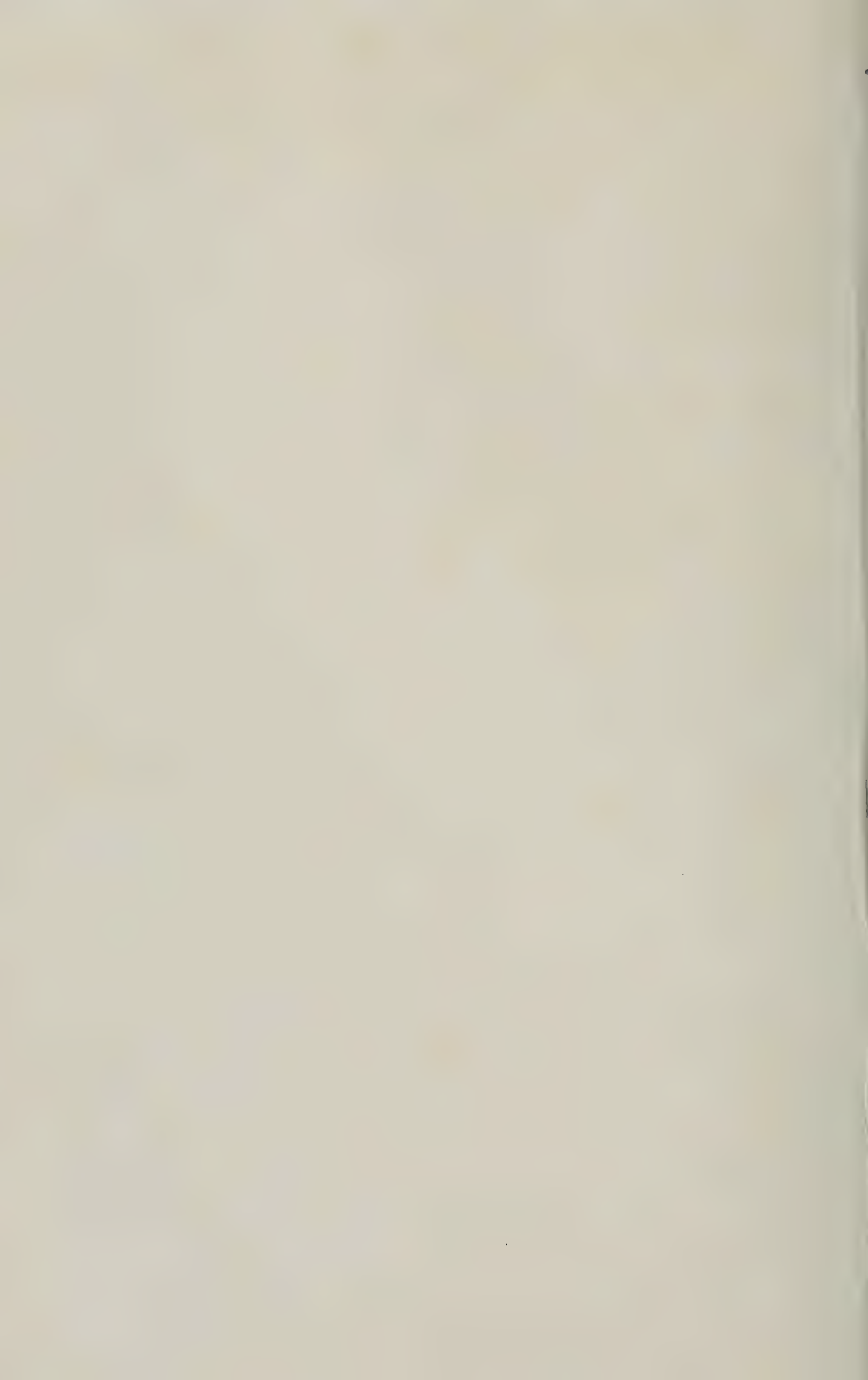
Principles of Public Health Nursing.
Hygiene and Preventive Medicine.
Materials and Methods of Health Education.
Sociology.
Economics.
Mental Hygiene.
Supervised Case Work.
Child Psychology.
Social Pathology.

* Students who prefer not to teach Practical Nursing may be exempt from Nursing Education and will be required to take courses in the subjects which they elect to teach.

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MARCH, 1932

No. 3

THE SUMMER SCHOOL



1932

JUNE 14-JULY 22; JULY 23-AUGUST 31

ANNOUNCEMENT

JUNALUSKA SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

ANNOUNCEMENT

JUNALUSKA SCHOOL OF RELIGION

LAKE JUNALUSKA, N. C.

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OF
DUKE UNIVERSITY

SUMMER SCHOOL
ANNOUNCEMENT



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ANNOUNCEMENT

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DURHAM, NORTH CAROLINA

1932

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DUKE UNIVERSITY SUMMER SCHOOL

Duke University, located at Durham, North Carolina, comprises Trinity College for Men, the Woman's College, the Graduate School of Arts and Sciences, the Schools of Religion, Law, Medicine and Nursing, and the Departments of Education and Engineering. Forty states of the Union and several nations are represented in the student body of more than 2,650, not including the enrollment in the Summer Schools. The latter was approximately 1,600 in 1931.

The University goes back in its origin to 1835 when Union Institute was founded in Randolph County by the Methodists and Friends. Later the institution became Normal College in 1851, this being one of the first institutions in America for the training of teachers; in 1859 the name was changed to Trinity College, and so continued at the original site in Randolph County, now known as "Old Trinity," until 1892, when Trinity College was moved to Durham. The institution continued its work at Durham as Trinity College until 1924, when it expanded into Duke University.

JAMES B. DUKE'S GIFT

The expansion resulted from a provision in the Indenture of Trust, executed December 11, 1924, by James Buchanan Duke, by virtue of which a fortune was placed by him at the disposal of humanity through provisions for hospitalization, church work in the rural districts, and education, the principal feature of the latter being the provision for Duke University. With the money made available through the Indenture of Trust, subsequent donations the following year, and later a bequest in the will of Mr. Duke, provision was made for the notable expansion of the institution through the purchase of additional land, the erection of buildings, the purchase of equipment, and the acquisition of other things that go into the making of a university. Previous to the Indenture of Trust, Mr. Duke, himself, his father, Mr. Washington Duke, and his brother, Mr. Benjamin N. Duke, had made notable contributions to Trinity

College. For many years members of the Duke family had been the chief benefactors of the institution.

Coincident with the change in name from Trinity College to Duke University, a notable expansion of facilities and opportunities along many lines began. During these past seven years a number of new schools and departments have been added; the faculty has been more than doubled; and the student body of Duke University, including Trinity College for Men, the College for Women, and the Graduate and Professional Schools, has grown from about 1,000 to more than 2,600 students.

CAMPUSES AND BUILDINGS

Duke University, comprising the two liberal arts colleges and graduate and professional schools, is located on two campuses. The Woman's College campus, with its 108 acres of ground, was formerly the campus of Trinity College. About a mile and a half away is the campus of the new unit of Duke University, consisting of approximately 5,100 acres. The new unit will be used for the summer of 1932.

The plant of the Woman's College campus, also known as the East Campus, has been almost completely reconstructed since the creation of Duke University in preparation for its use by the Woman's College. Practically all of the old buildings have been torn away and new ones erected, the architecture of the buildings on the East Campus being of the Georgian type.

On the West Campus the architecture is Tudor Gothic, carried out in thirty-one buildings constructed of stone brought from the University's own quarry near Hillsboro, about fifteen miles away. This stone belongs to one of the oldest formations known to geologists, dating back to the Cambrian age. It is in six or eight distinctly colored tints, and already presents to the campus an atmosphere of antiquity.

LIBRARIES

One of the chief sources of strength of Duke University is to be found in its libraries. In the Duke libraries there are more than 250,000 volumes, and the amount spent during the past year for library expansion was \$171,000. In addition to the standard books in many different fields, considerable atten-

tion is being given to the inclusion in the library of rare and valuable collections. Among other things, noteworthy collections of the files of newspapers published in this and other countries and going back for many years have been secured. The Duke University library stood fifth last year among the libraries connected with educational institutions in America in the amount of money expended for books. It is the largest library in the Southeast.

THE STUDENT UNION

The center to a considerable extent of student activities on the West Campus is the modern and commodious Union, one of the most complete buildings of its kind to be found in American institutions today. On the first floor of this building, located in the very heart of the campus, is a large social lobby, reading room, information office, alumni and news service headquarters, and four dining rooms, including the large student dining rooms, seating nearly 1,400, the coffee shop, and two smaller dining rooms. One of the most complete kitchens in America, with thoroughly modern equipment, is located here. On the second floor there are the large and small reception rooms, one faculty and one private dining room, and headquarters for various student organizations. In the basement are located student publication offices, the government postoffice, the university store, a complete haberdashery, and a barber shop. Indeed, there are housed in this one building on the campus practically all facilities needed in the general, day-by-day round of student life.

SUMMER SCHOOL OPPORTUNITIES AT DUKE FOR ENTERING STUDENTS

Since the summer school is an organic part of the University, students may enter in the summer instead of waiting until the autumn semester. Beginning students who elect to enter in the summer should make application and send their entrance credits just as if they intended to enter in September.

The work of any course for the summer is precisely the same as for any other part of the year, taught largely by the same instructors who teach in the academic year. The chief differences between summer work and work at other times is that in the summer only one course, e.g. freshman English, some

one science, some one elementary foreign language, etc., is studied at one time; in other words, the student studies only one subject each six weeks. In six weeks he completes the freshman or sophomore year in that one subject. Since the normal student completes only five subjects per year, the student may complete in twelve weeks of summer school two-fifths of a year's work.

The opportunity to complete work in summer is especially valuable to pre-medical and other students who have a long period of preparation before them, to mature students who desire to shorten their term in college, and to other students desiring to occupy their summer time profitably.

Other differences between summer work and work during the rest of the year are the facts that classes are slightly smaller, expenses are slightly lower, and there are no extra-curricular activities. On account of the absence of outside attractions and because of the smaller classes, it is somewhat advantageous to the student leaving home for the first time to begin his work in the summer and learn something of college ways and methods before the great mass of his fellows as freshmen arrive.

RAPID GROWTH OF THE DUKE UNIVERSITY SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has been not only rapid but steady since that time. In 1919, there were enrolled eighty-eight students of college grade, of whom sixty-five were teachers. In 1931 there was a total of 1676 registrations in the Summer School of Duke University and affiliated schools. Of these, 932 students enrolled in the first term of Duke University Summer School, and 482 in the second term; 223 were enrolled in the Junaluska Summer School, Inc., at Lake Junaluska; and 39 were enrolled in the Junaluska School of Religion. Deducting from the total number of registrations those who registered for two terms, there were 1363 students enrolled for either six or twelve weeks in the summer of 1931.

ENROLLMENT STATISTICS; GROWTH OF THE SUMMER SCHOOL; LARGE ENROLLMENT OF GRADUATE STUDENTS

The enrollment in the summer schools of 1931 was as great as the total University enrollment for the academic year five years earlier. This rapid growth of the summer school is due in large measure to the increasing number of students who return from preceding summer schools. Although there have been a total of 12,105 registrations for the past twelve years in the summer schools maintained by Duke University, these registrations were made by only 5,468 students. The average student has returned more than once since his first term. The large number of students returning from preceding summer schools is evidenced by the fact that there were enrolled last summer, students from every school Duke University has conducted since 1919, including four of the original registrants in 1919, seven of the students who entered in 1920, and ten who entered in 1921. A noteworthy feature of the 1931 enrollment was the large number of graduate students, of whom there were 423 the first term and 185 the second, admitted on the basis of Bachelor's degrees from one hundred and forty different colleges and universities. The total enrollment for the summer was drawn from 39 states and 6 foreign countries, the larger enrollments being from North Carolina, South Carolina, Virginia, Georgia, Pennsylvania, West Virginia, Florida, Maryland, Tennessee, Mississippi, New York, and Alabama in the order named. Public school teachers from nineteen states were included in the total.

AFFILIATED SUMMER SCHOOLS

The Junaluska Summer School, Inc., Lake Junaluska, N. C., is an independent school affiliated with Duke University. It will offer courses primarily for high school graduates and teachers holding the elementary certificates. It will also offer freshman and sophomore college work in Biblical literature, education, English, French, government, history, and other undergraduate departments. The only graduate work offered will be in field botany. (For further information address Professor B. G. Childs, Director, Duke University, Durham, N. C., and

see description of courses, pages 49 to 56, this bulletin.) Junaluska Summer School will begin its single term June 13 and close July 22, making it possible for a student attending Junaluska to transfer to Durham in time for the second term, July 23 to August 31.

The Junaluska School of Religion, affiliated with the School of Religion, will offer work at Lake Junaluska July 25 to September 2. (For further information address Dr. Elbert Russell, Dean, School of Religion, Duke University, Durham, N. C., and see description of courses on pages 57 to 59 this bulletin.)

CALENDAR

The Summer School will open June 14. The first term of the school will close July 22. The second term will begin July 23 and will close August 31. Recitations will be held five days in the week, all Mondays being holidays, except June 27, July 11, August 1, August 15, and August 29. July 4 will be observed as Independence Day.

REGISTRATION

Saturday, June 11, 9 A.M. to 1 P.M. is registration day for Durham County and City teachers and for all other students in Durham on that day. Monday, June 13, is registration day for out-of-town students. All such students should be present at 2 P.M. to submit their credentials for admission, to select their courses, and to make arrangements concerning board and lodging. Students arriving after 5 P.M., Monday, will register Tuesday, June 14, 8:30 A.M., or 2 P.M. Regular classes will meet at 8:10, Tuesday morning, and recitation work will begin at once according to schedule.*

For the second term, Friday, July 22, is registration day, and classes will begin Saturday, July 23, according to schedule.

ADMISSION

Applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina elementary will be accepted from teach-

* N. B.—Students who register late are marked absent for all classes held prior to their registration. Late registration very seriously affects credits that may be obtained.

ers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to the Director of the Summer School before registration, preferably by mail.

CREDITS

Professional credits towards teachers' certificates are granted by the various state boards of education each in accordance with its own carefully planned rules. Teachers should consult the rules laid down by their State Board of Education before enrolling for certification credit.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven and one-half hours a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work.* Except in the case of elementary laboratory science, the University will not accept credit beyond six semester-hours earned in one term of six weeks toward the Bachelor's degree. Graduate students are not under any circumstances permitted to enroll for more than six semester-hours in a summer school of six weeks.

The nature of the credit allowed for each course is indicated by the number of the course. Courses numbered 1-49 are primarily for freshmen, or freshmen and sophomores; courses numbered 50-99 are ordinarily for sophomores, or sophomores and juniors; courses numbered 100-199 are for juniors and seniors; courses numbered from 200-299 are for seniors and graduates; and courses numbered from 300 up are for graduate students only. Courses numbered from 200 up are limited in enrollment to twenty-five students.

Students registered for graduate courses in the Summer School, who desire to have their work credited toward the

* No student liable to suspension from the University under its rules regarding failure is permitted to enroll in summer school.

Master's degree, should also register in the office of the Dean of the Graduate School during the first week of each summer term.

GRADUATE INSTRUCTION

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

MINIMUM RESIDENCE REQUIREMENTS

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each.

DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history or education, educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in

the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

FORMER REGULATIONS

Students who began graduate work at Duke University for the master's degree before June, 1930, may complete the requirements for the degree under the regulations published in the Summer School announcement for 1929 and in the bulletin of the Graduate School of Arts and Sciences for the academic year 1928-1929.

DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School and the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

THESIS WRITING IN SUMMER SCHOOL

Since Duke University grants no master's degree except upon completion of a satisfactory thesis, every candidate for the master's degree who expects to complete his work in summer school should as soon as possible after completing his first term of residence choose a field in which he desires to write a thesis and confer with some instructor offering graduate courses in that field. The following points should be clearly in mind when arrangements are made for thesis supervision:

1. The subject of the thesis must be approved by the instructor who undertakes the supervision. The instructor's decision as to whether the topic is suitable, or the student is prepared to develop it, or the instructor prepared to supervise it, is final.

2. A student may enroll either for three semester-hours of residence credit toward a thesis or for six. If he enrolls for only three semester-hours he may enroll also for a course of three semester-hours, but he cannot enroll for a total of more than six semester-hours of credit, including three or six of residence toward his thesis. Completion of six semester-hours of residence toward his thesis does not guarantee the satisfactory completion of the thesis, which must be acceptable to the instructor supervising it and to a committee representing the Council on Graduate Instruction.

3. A student may either enroll in a specifically designated "thesis" course or may, if his preparation meets the approval of the instructor in charge, attach himself to some regularly offered course in his field of study and report periodically to the instructor offering the course.

4. A student enrolling for thesis residence credit in regular course pays the same fees as other students during the summer of residence. At the time of graduation he pays the same diploma and commencement fees as other students and thesis supervision fee of twenty-five dollars.

5. Students enrolling for thesis supervision during the summer school are expected to complete their theses largely during the summer of enrollment or some subsequent summer term. The instructor with whom they enroll is not under obligation to give active supervision during the academic year, although instructors are willing to give a reasonable amount of attention to theses practically complete.

6. Students of the academic year who do not complete theses begun prior to summer school are not accepted for summer school enrollment

unless their subjects are in the field of some thesis seminar or other course offered by an instructor who recommends that such students be assigned to his supervision during the summer. Instructors who are employed for full time by the summer school are specifically requested not to carry over into the summer thesis students whose subjects are not properly a part of work such instructors are offering in the summer school.

ROOMS AND BOARD

Board and room for a term of six weeks may be secured in the University dormitories at the rate of \$45.50 per occupant with two in a room, or \$55.00 if room alone is engaged. Separate dormitories will be reserved for graduate students and for undergraduates. There is no dormitory reserved for married students, and children are not under any circumstances admitted to the dormitories. Students desiring to bring children, or married students desiring rooms, should write the Director for a list of private rooming places where suitable accommodations may be obtained. Occupants of University rooms furnish their own bedclothes, pillows, and towels. All other essentials are supplied by the University.

One or more of the men's dormitories, and one or more of the women's dormitories, will be reserved exclusively for advanced students. In all dormitories substantially the same rules and regulations obtain as during the regular academic year; but *in the graduate dormitories all radios, graphophones, and other noise-making appliances are strictly forbidden.* The West Campus will be used exclusively for the Summer School of 1932.

All occupants of University dormitories are advised to board in the regular dining-room of the Union, on account of the opportunity to meet at meal-time with their fellow-students, and because of the fact that the greater number of students guarantees better board for all, board being furnished at cost. The service is the cafeteria plate-service. Students in the dormitories who desire to board elsewhere will pay room-rent at the rate of \$12.50 with two in a room or \$22.00 for room alone. Students rooming off the campus who desire board in the University Union obtain it for \$37.50 for the term. There is, therefore, a discount of two dollars on room and two dollars and fifty cents on board offered those students who board in the regular dining-rooms. There is, however, also a coffee-shop in the Union at which a *la carte* service may be obtained by those

who prefer it enough to pay the higher rates. There is no room-discount to those boarding in the coffee-shop, the sole purpose of the discount being to encourage volume of business in the regular dining-rooms and thereby obtain the best possible board for the large majority of students who take their meals there.

FEES

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of \$8.00 for each college credit hour, or \$4.00 for each semester-hour, maximum tuition being \$24.00 for six weeks. All students, teachers included, pay a registration fee of \$17.50 per term. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess registration fee of \$5.00.

Major expenses may be estimated as follows for each term:

Registration	\$17.50
Room rent and board	45.50
<hr/>	
Total major expenses to teachers	\$63.00

To this total should be added the tuition fee of \$24.00 charged students other than teachers in the public schools, about \$7.00 for books, and probably \$3.00 for miscellaneous expenditures. All claims for exemption from tuition should be filed on regular blanks.

RESERVATION IN ADVANCE

Classes are of limited enrollment. All students should enroll promptly, for all applications, both for classes in which the applicant desires to enroll and for rooms, will be filed in the order in which they are received. Each application for a reservation should be accompanied by a check for \$5.00 in part payment of the registration fee. This check reserves a room also if the student states a desire to room in one of the University buildings. Students are advised to reserve rooms simply by description thus: *graduate men's dormitory, graduate women's dormitory, undergraduate men's dormitory, undergraduate women's dormitory*; and then select their room after arrival. If special room number is requested, student must be present in

person or be represented by personally chosen room-mate the first day of registration to claim it. Dormitory reservations as indicated will be held on request of student as late as the student could possibly register for credit, but special room-reservation cannot be held beyond the hour of beginning regular classes. This rule is enforced to avoid needless shifting of assignments due to unexpected withdrawals of students. Make all checks payable to the Summer School of Duke University.

REDUCED RAILROAD FARES

Reduced railroad rates on the round trip identification plan have been authorized by the Southeastern Passenger Association from all stations in North Carolina, South Carolina, Virginia, Georgia, and Florida.* Address the Director of the Summer School for identification blank.

APPOINTMENTS BUREAU

A teachers' appointments bureau is maintained for the benefit of teachers desiring a change of position. There is no charge for this service.

RECREATION AND ENTERTAINMENT

At the time of registration every student receives a season ticket to all recreation programs. In addition to the right of attending the plays, concerts, and other features of entertainment provided, this ticket entitles the student to use of the tennis courts and of the swimming pool. The swimming pool is open an hour and a half daily for various groups of students. There is also an evening play-hour sponsored by the Department of Physical Education.

The national honor society in Education, Kappa Delta Pi, maintains a weekly open-forum program to which all students are invited.

The athletic department of the University conducts a four-day coaching school for high school coaches July 20-23. Students in the first term of the summer school will be able to attend a large part of the class work in this school if they desire, and students expecting to enroll in the second term may come

* Except stations on Apal. Nor., C. & W. C. Ry., and W.-S. S. Ry.

early without additional expense, except for board, and complete the entire course offered by Coach Wallace Wade and his staff in football, basketball, baseball, and track.

Specimen Application Blank

DIRECTOR DUKE UNIVERSITY SUMMER SCHOOL
COLLEGE STATION
DURHAM, NORTH CAROLINA

Dear Sir:

Please make temporary reservation for me in the following courses described in your summer school announcement:

.....
.....

I desire full information as to advance registration.

(Signed)

Mr., Mrs., Miss.....

Post Office Address.....

Date.....

COURSES OF INSTRUCTION

EXPLANATIONS AND ABBREVIATIONS

Classes meet daily five times per week for six weeks unless otherwise indicated. Classes that meet for fifty-minute periods are indicated as carrying two semester-hours of credit. Classes meeting eighty-minute periods daily count for three semester-hours except where credits are stated otherwise.

Courses are arranged alphabetically by departments, except that courses in Education are listed first for the convenience of the large number of teachers who enroll. Subdivisions in Education indicate special classes of teachers for whom each group of courses was primarily planned. The course numbers are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Education S6 would correspond to Education 6 of the regular term. The following abbreviations occur: the numeral *1* means that the course comes the first one-hour period daily, beginning at 8:10; *2*, the second one-hour period, beginning at 9:10; *3*, the third one-hour period beginning at 10:10; etc. *A* means that the course comes the first eighty minutes daily, beginning at 8:10; *B*, means that the course comes at the eighty-minute period beginning at 9:40; *D* means that the course meets an eighty-minute period daily, beginning at 11:40; *I* means that the course is offered the first term; *II*, that it is offered the second term; *I, II*, that the course is offered either term. Periods *1, 2, 3*, and *4* do not conflict; and periods *A, B*, and *D* do not conflict; but period *A* conflicts with *1* and *2*, *B* with *2* and *3*, and *D* with *4*. Period *C*, 11:10, is reserved for summer school assembly, weekly on Thursday, and no classes are permitted to conflict on this day. On other days, unless at least three days notice to the contrary is posted, the period *D* classes are permitted to begin at 11:10 by unanimous consent of the class and instructor and notice filed by the instructor in the Director's office.

N.B.—Different State Departments of Education grant professional credit for various courses in accordance with their own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course in his state.

THESIS COURSES FOR MASTER'S DEGREE CANDIDATES

It is important for every candidate for a Master's degree to plan for his thesis as soon as possible after he completes his first summer school. (See suggestions for planning theses, pages 25-26, this bulletin.) Special attention is called to Education S306, S319, and S336, Economics and Government S328, English, S307 and S334, French S313, History S306X. A properly qualified student, however, may with the approval of the instructor and the head of his department attach himself to any graduate course for thesis supervision.

EDUCATION

COURSES PRIMARILY FOR SUPERINTENDENTS, PRINCIPALS, AND
SUPERVISORS

(Superintendents, principals, and supervisors will find specialized courses grouped under courses designated "Primarily for High School Teachers" and "Primarily for Grammar-Grade and Primary Teachers.")

S208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. *B, I. 3 s.h.* Mr. McCall

S209. Statistical Methods in Education.—A course intended to familiarize teacher, supervisor, and administrator with the statistical method of treating educational and social data, so as to enable them to interpret and use the results of recent investigation in the science of education. Text-books, special assignments, and reports. *D, II. 3 s.h.*

Mr. SCATES

S219. Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. *A, I. 3 s.h.* Mr. BROWNELL

S223. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *B, II. 3 s.h.*

Mr. CARMICHAEL

S225. Sociological Study of Elementary Education.—A study of social and economic forces as affecting elementary education. Recommended for elementary principals and others interested in elementary school supervision. *B, II. 3 s.h.* Mr. ELLIS

S229. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. *D, I. 3 s.h.* Mr. SCATES

S233. Administrative Pupil Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *B, I. 3 s.h.* Mr. FEATHERSTONE

S239. Investigations in Tests and Measurements.—A general and critical review of investigations made in the field of educational and mental tests. The purpose is to deal with those phases of testing which have been

objectively studied. The selection and use of tests considered from technical points of view will be studied, with emphasis upon problems needing further investigation. Extensive reading will be necessary. Prerequisite: course 229 or its equivalent. *A, II. 3 s.h.* MR. SCATES

S243. State and County School Administration.—A study of state and county organization of public schools, emphasizing underlying principles. *A, I. 3 s.h.* MR. HOLTON AND MR. FEATHERSTONE

S263. City School Administration.—A study of the organization and administration of city school systems, including administrative phases of supervision. Students enrolled in this course will be expected to place special emphasis upon that phase of school administration in which they are engaged or are most interested. *D, II. 3 s.h.*

MR. HOLTON AND MR. CARMICHAEL

S319. Seminar in Experimental Education.—A study of approved problems in experimental education, each student doing research on a problem of his own selection. Primarily for students desiring to write Masters' theses in experimental education. *A, II. 3 s.h.* MR. BROWNELL

S320. American College Problems.—A study of current college problems and of experimental efforts being made toward their solution by American colleges. Lectures, reading, discussions, research, and papers embodying the results of research studies. Open only to graduate students who have taught or are preparing to teach in college. *A, II. 3 s.h.*

MR. STOWE

S373. Business Problems of School Administration.—*B, I. 3 s.h.*

MR. SCATES

COURSES PRIMARILY FOR HIGH SCHOOL TEACHERS

(High school teachers should also elect such courses listed above as S208, S209, S229, and S233.)

S106. Principles of Secondary Education.—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. Not open for enrollment to students who have had course 10^b. *D, I. 3 s.h.* MR. TROTH

S116. Methods of Teaching in Junior and Senior High School.—*A, II. 3 s.h.*

MR. COLTRANE

S119. Analysis of Study and Study Habits, in the High School Subjects.—College freshmen not infrequently fail because they do not know how to study. This course, for high school teachers, consists of a brief survey of the available literature of study, followed by case-work in the habits of high school and undergraduate college students, and a survey of the peculiar learning problems presented by typical secondary school subjects. *A, I. 3 s.h.* MR. CURTIS

S126. Extra-Curricular Activities in High School.—A course primarily for those who desire to familiarize themselves with the developments in teaching methods in the modern high school. Methods will be discussed in relation to the advances in social theory and in educational psychology. In addition to assigned readings and discussions the planning of lessons and reports will be assigned. *D, II. 3 s.h.* MR. COLTRANE

S136. Teaching High School English.—Identical with English S142. *B, I. 3 s.h.* MR. JORDAN

S176. The Teaching of High School Science.—Materials and methods in high school science. *B, II. 3 s.h.* MR. CHILDS

S205. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite, a course in sociology or educational sociology. Not open for enrollment to students who have had S206. *D, II. 3 s.h.* MR. CHILDS

S216. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal secondary school subjects. *B, I. 3 s.h.* MR. STOWE

S226. Teaching the Social Studies.—A course for teachers of the social studies in junior and senior high schools. This course consists of informal discussions, based upon collateral reading and observation work of such topics as aims, tests for values, the social-studies curriculum, class-room procedure, course and lesson planning, etc. *D, I. 3 s.h.* MR. SCHUTTE

S246. The Teaching of Mathematics.—Identical with Mathematics S204. *A, I. 3 s.h.* MR. W. W. RANKIN

S266. The Teaching of High-School French.—Identical with French 218. *D, I. 3 s.h.* MR. WEBB

S306. Seminar in Secondary Education.—A study of related problems approved by the instructor, involving supervised research by the individual student. Primarily for students desiring to write Masters' theses in secondary education. *A, I, II. 3 s.h.* MR. SCHUTTE

S313. Problems of High School Administration.—Advantages and disadvantages of homogeneous grouping in secondary schools; individualizing learning activities; the organization and administration of a high school for the unit method of instruction; efficiency in relation to size of high school classes; effective ways for high school and college articulation; bases for admission of high school students to college; extent and character of the overlapping of high school and college work; the principal's program for the training of his teachers in service; the departmental organization of the high school; the distribution of the time of the principal; miscellaneous problems. *D, I. 3 s.h.* MR. SMITHEY

S330. Problems in High School and Junior College Teaching.—A brief study of the purposes and objectives of secondary education, followed by assignments in which each member of the class endeavors to organize some secondary subject in the light of desirable results in the lives of pupils. Lectures, readings, discussions. Open only to students who have taught in high school or junior college. *B, II. 3 s.h.* MR. STOWE

S333. Problems of High School Supervision.—A consideration of such problems as aims and purposes of high school supervision; elements of an effective supervisory program; programs of supervision for city and rural high schools; the administration of programs of supervision. *B, I. 3 s.h.* MR. SMITHEY

S336. Investigations in the Teaching of Secondary School English.—A comprehensive series of studies of high school English curricula as to purposes and objectives, content, and articulation with college curricula. Open for enrollment to graduate students who have taught English in high school or college. *D, I. 3 s.h.* MR. STOWE

COURSES PRIMARILY FOR GRAMMAR-GRADE AND PRIMARY TEACHERS

(Primary and grammar grade teachers who meet prerequisites are advised to consider from the work listed "Primarily for Superintendents, Principals, and Supervisors," such courses as S208, S209, S219, S225, S229, S233, S239, and S319, and to consider also subject-matter in courses in Economics, English, History, Psychology, Philosophy, etc.)

S58. The Learning Process.—A course in elementary educational psychology. *A, I, II. 3 s.h.* MR. MCEWEN (*first term*)
MR. TROTH (*second term*)

[Not offered first term unless as many as ten students enroll.]

S68. Mental Hygiene of the School Child.—A course primarily for teachers in the elementary school. A study of personality as related to the adjustment and success of the school child; the foundations of motivation; typical problems of maladjustment; social heredity and its educational implications. *B, I, II. 3 s.h.* MR. PULLIAS (*first term*)
MR. SCHUTTE (*second term*)

[Not offered first term unless as many as ten students enroll.]

S83. Current Trends in American Public-School Organization.—A study of current controversies and criticisms bearing on the organization and administration of the public schools, recent developments in the organization of schools, and the theories underlying these developments. *D, II. 3 s.h.* [Old number, S134.] MR. ELLIS

S102. Primary Methods in Language and Reading.—A study of materials and methods in the mother-tongue. Not open for enrollment to students who have had credit for course 23P or 35P of the North Carolina "Uniform Curricula." *I, I, II. 2 s.h.* MISS MICHAELS

S103. School Organization and Administration for the Classroom Teacher.—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *B, I, II. 2 or 3 s.h.* MR. TROTH

S107. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grade.—A study of materials and methods in the language, reading, and arithmetic of the grammar grades. A minimum of thirty laboratory periods of observation and practice-teaching. *2, II. 2 s.h.*

MISS MICHAELS

S118. Child Psychology.—A treatment of the outstanding characteristics of children of elementary school age, their bodily growth and development, their characteristic ways of knowing, feeling, and acting, and the best methods and materials for stimulating and guiding the instruction of such children. Prerequisite: six semester-hours of Education or Psychology. *D, II. 3 s.h.*

MR. BROWNELL

S122. The Teaching of Primary Numbers.—A special section of S127 for primary teachers. *4, I. 2 s.h.*

MISS SULLIVAN

S127. The Teaching of Arithmetic in the Grammar Grades.—A course designed to acquaint the teacher with the best methods of teaching arithmetic which have evolved from more than a decade of research and experimentation; emphasis upon the actual teaching process under normal classroom conditions, with special attention to problem solving; brief survey of the work of the primary grades is also given. *1, I; 3, II. 2 s.h.*

MISS SULLIVAN (*first term*)

MR. McDONALD (*second term*)

S137. The American Elementary School.—(a) The responsibility of the elementary school; (b) relation to the junior and senior high schools; (c) sociological objectives; (d) curriculum values; and (e) classification of elementary pupils. An attempt throughout the session to determine desirable conduct controls and personality outgrowths as a result of (1) the correct presentation of subject matter and (2) the provision of necessary school situations. *B, I. 3 s.h.*

MR. CURTIS

S142. Children's Literature: Primary Section.—A critical study of literature for primary grades; types of literature; story telling, principles underlying and practice; study of State Course of Study and adopted texts; bibliographies and use of the library. *4, I. 2 s.h.*

MISS MICHAELS

S147. Children's Literature: Grammar Grade Section.—A critical study of literature for grammar grades; similar to S142 above. *2, I. 2 s.h.*

MISS MICHAELS

S152. The Teaching of Primary Geography and Nature Study.—*4:00-5:30, I, II. 2 s.h.*

MISS SULLIVAN (*first term*)

MISS MICHAELS (*second term*)

S157. The Teaching of Geography.—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. *D, II. 3 s.h.*

MRS. PORTER

S162. History Material for Primary Grades.—A study of history materials for primary grades, with methods of presentation, practice in constructing and telling stories suitable for children from biographies, travel, etc. *A, II. 3 s.h.* MRS. PORTER

S192. Materials and Methods in the Primary Grades.—A study of curriculum problems in grades one to three; underlying principles of large-unit teaching; centers of interest around which units of work may develop; criteria for selection; collection and organization of materials; organization of the curriculum around large units; checking the results against objectives and subject-matter requirements; technique of teaching large units, including the place of drill, the program of work, provision for individuality, and the relationship of the various subjects to the units of work. *A, I. 3 s.h.* MISS ENGLISH

S197. Materials and Methods in the Grammar Grade.—Identical with S192 above, except that illustrative materials are chosen with the child of grades four to seven in mind. *B, I. 3 s.h.* MISS ENGLISH

S207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. A course primarily for those interested in the supervision of elementary school instruction. Prerequisite, teaching experience or six semester-hours of work in materials and methods. *B, I. 3 s.h.* MR. HILLMAN

S247. Psychology of the Elementary School Subjects.—A study of the psychology of learning as applied to teaching the common-school subjects. *A, I. 3 s.h.* MR. MCCALL

S248. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. *D, I. 3 s.h.* MR. BROWNELL

S258. Investigations in Geography.—A study of surveys and investigations in geography, with reference to: (1) nature and scope of the subject; (2) its place in realizing the aims and objectives of elementary education; (3) methods of teaching. *A, I. 3 s.h.* MR. HILLMAN

A. Public School Drawing.—This course is offered to develop certain skills fundamental in the teaching of public-school drawing, as well as skills that will prove of help in teaching other subjects of the elementary school curriculum. Topics: color theory, design, perspective, representation, illustration, picture study, etc. Media: charcoal, water colors, crayons, clay, etc. *A, and practice work 2:15-3:45 daily, I. 3 points professional credit only.* [Old numbers, 31X, 72P, 72G.] MRS. ALSTON

B. Industrial Art in the Public School.—Manipulation and work with clay, textiles, wood, paper, food, printing, etc., intended to give the child an acquaintance with the raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, tools, etc. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. *B, and practice-work 3:45-5:15 daily, I. 3 points professional credit only.*

MRS. ALSTON

C. Public School Music.—A course in the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, child voice, etc., will be discussed. *B, and practice work 2:15-3:45 daily, II. 3 points professional credit only.*

MRS. TWADDELL

PHYSICAL AND HEALTH EDUCATION

S102. Materials and Methods of Physical Education.—Discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups. One hour every day is devoted to practical work. *2:15 to 3:35, I. 2 s.h.*

MISS GROUT (*Women's Section*)

MR. WAITE (*Men's Section*)

S112. Personal and School Hygiene.—General, personal, and school hygiene with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; school-house sanitation; medical inspection; etc. *D, I, II. 3 s.h.* [Old number, Physiology 51X] MISS DANSILL

S132. Materials and Methods in Health Education.—An effort to acquaint the student with a general technique of health teaching that conforms to standard educational procedure and practices in other subjects; elements of good method, criticism of method, types of lessons, sources of material, and selection and organization of subject matter; language work, games, projects, posters, and plays used as illustrative material. *B, I, II. 3 s.h.* [Old numbers, S2Ae and S2Be] MISS DANSILL

BIOLOGY

BOTANY

S1. Introductory Botany.—Equivalent to Botany 1 of the regular term. A general course dealing with plants. *Class conferences daily, 1 and 4; laboratory daily, 2, 3, and 2:30-4:30 (first three weeks). II. 4 s.h.* [Old number, S21^b] MISS ADDOMS AND MR. WILSON

S2. Introductory Botany.—A continuation of Botany S1. *Class conferences daily, 1 and 4; laboratory daily, 2, 3, and 2:30-4:30 (second three weeks). II. 4 s.h.* MISS ADDOMS AND MR. WILSON

ZOOLOGY

S1. General Zoölogy.—A survey of the invertebrates, including a study of structures and their functions, as well as the life histories and relationships of the non-chordates. *Lectures and quiz daily, 1 and 4; laboratory daily, 2 and 3, and 2:30-4:30 (first three weeks).* *I. 4 s.h.*

MR. CUNNINGHAM AND MR. HOOKER

S2. General Zoölogy.—A survey of the vertebrates and a study of the general principles of animal biology. Prerequisite, Zoölogy I. *Lectures and quiz daily, 1 and 4; laboratory daily, 2 and 3, and 2:30-4:30 (second three weeks).* *I. 4 s.h.*

MR. GRAY AND MR. HOOKER

S219. Special Problems.—Problem in research for those with sufficient training. *Schedule to be arranged.* *II. 2 or 3 s.h.*

MR. HARGITT

S225. Field Zoölogy.—A laboratory and field course dealing with the taxonomy, life histories, and habits of animals. Prerequisite, one year of zoölogy. *Schedule to be arranged.* *I (first three weeks).* *3 s.h.*

MR. GRAY

S240. Cytology.—A course dealing with the structural details of animal cells. Lectures, readings, reports, and laboratory work. Prerequisite, course in embryology and some knowledge of histology. *Schedule to be arranged.* *II. 3 s.h.*

MR. HARGITT

S292. General Embryology.—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. Prerequisite, one year of zoölogy. *Schedule to be arranged.* *I (second three weeks).* *3 s.h.*

MR. CUNNINGHAM

CHEMISTRY

S1-S2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. *8 s.h.* *Lecture daily, 1; recitation daily, 4; laboratory hours to be arranged, II.*

MR. R. N. WILSON AND MR. ELMORE

S21. Qualitative Analysis.—A development of the fundamentals of the ionic theory as applied to analytical reactions with special consideration of the application of the laws of chemical equilibrium and of the modern theories of solution. *Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30.* *I. 4 s.h.*

MR. SAYLOR AND MR. TARBUTTON

S30. Quantitative Analysis.—The classroom work includes the general theory of quantitative separations, the calculation of results, and the solution of problems. The laboratory work aims to develop technique and to familiarize the student with representative quantitative methods. *Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30.* *II. 4 s.h.*

MR. SAYLOR AND MR. TARBUTTON

S151. Organic Chemistry.—An introduction to the study of the compounds of carbon. Courses 21 and 30 are prerequisite except in special cases. *Lecture 1; laboratory Tuesday, Wednesday, Thursday and Friday afternoon, 2:30-5:30; quiz every other day beginning Wednesday, June 15, third period. I. 4 s.h.* MR. HAUSER AND MR. GILLASPIE

S152. Organic Chemistry.—A more detailed study is made of subjects such as stereoisomerism, substitution in the benzene ring, diazo reactions, etc. Course S151 prerequisite. *Lectures, laboratory, and quizzes as in S151. II. 4 s.h.* MR. HAUSER AND MR. PEARSON

ECONOMICS AND GOVERNMENT

S1^a. Principles of Economics.—A short course in the essential principles of economic science. Students who complete this course satisfactorily may be admitted to Economics 104 and 105 during the college year 1932-33. *A, I. 3 s.h.* MR. RATCHFORD

(This course will not count as part of the minimum Economics requirements for graduation until the equivalent of S1^b has been completed. It will, however, count as elective credit.)

S1^b. Principles of Economics.—Continuation of S1^a. *A, II. 3 s.h.*

MR. COTTON

S7. First-Year Accounting.—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. *A, B, D, I. 6 s.h.* MR. BLACK

S102^a. American Government and Politics.—A brief preliminary study of political organization in general is followed by a more detailed study of the American political system. *D, I. 3 s.h.* MR. PFANKUCHEN

S115. Economic Geography: Teachers' Course.—*This course is not open to students who have received credit for Economics A.* A study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals and the works of man as environmental factors. *A, I, II. 3 s.h.* MR. LEMERT (first term)

MR. LANDON (second term)

S116. Economic Geography and Industrial Organization.—A study of the economic resources of the world: the products of the agricultural and manufacturing industries; trade routes and trade centers; the balance of trade and its relation to industrial development; the influence of geographic factors on the commercial policy of nations. Prerequisite: course S115, or Economics A. *B, II. 3 s.h.* MR. LANDON

S117. Economic Geography of the South Atlantic States.—A study of the agricultural, commercial, and industrial development, with special emphasis placed upon the development of manufacturing in the Southern Appalachian Piedmont. This course is designed for teachers, students interested in economic history, and all others interested in the development of the South Atlantic region. Prerequisite, Economics A or 115, unless with special consent of the instructor. *B, I. 3 s.h.*

MR. LEMERT

S228. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. *D, II. 3 s.h.*

MR. R. S. RANKIN

S236. International Relations.—A study of the national policies of some of the more important world-states from the point of view of their national needs. Various forms of international organization and coöperation, particularly the mandate system, the International Labor Organization, the World Court, and the League of Nations will be studied both structurally and as methods of ironing out conflicts in national policies. *B, I. 3 s.h.*

MR. PFANKUCHEN

S238. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. *D, I. 3 s.h.*

MR. HAMILTON

S257. Labor Legislation.—This course is designed so that labor legislation is studied from the social and economic point of view. Such topics as the basis of labor law, unemployment, safety and health, and social insurance are emphasized. *B, II. 3 s.h.*

MR. COTTON

S266. International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money régime, German reparation payments, and related problems. *A, I. 3 s.h.*

MR. HAMILTON

S328. Seminar in American Political Institutions.—Open for enrollment only to students who have had or are carrying course S228. Recommended for students interested in writing theses in the field of American Government. *A, II. 3 s.h.*

MR. R. S. RANKIN

ENGINEERING

C.E.S. 10. Plane Surveying.—Use of instruments: transit, stadia, compass, and plane-table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes, and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. *Three weeks, nine hours a day, beginning June 3. 3 s.h.*

MR. HALL, MR. BIRD, MR. GATLIN

S6. Mechanics.—Concurrent forces, parallel forces, non-current and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, and momentum. Prerequisite, Mathematics 25. *Schedule to be arranged. II. 5 s.h.* MR. BIRD

(Not offered unless as many as eight students enroll before May 31.)

ENGLISH

S1. English Composition.—A course in the fundamentals of English composition, oral and written, with special attention to sentence structure, syntax, common errors, etc. Frequent themes. *A, I. 3 s.h.* MR. WARD

S2. English Poetry.—The principles of English versification and a general survey of English poetry. *D, I. 3 s.h.* MR. WARD

S3. English Composition.—By means of instruction, frequent conferences, and extensive writing of assignments, this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for S1. *A, I. 3 s.h.*

MR. JORDAN

S5. Prose Literature.—A survey of English social and literary backgrounds, from Malory to Swift. *B, I. 3 s.h.* MR. BLACKBURN

S6. Prose Literature (Continued).—A continuation of English S5. *D, II. 3 s.h.* MR. MITCHELL

S125°. Prose of the Early Nineteenth Century.—A survey of the chief prose writers of the early nineteenth century with special attention to Lamb, Coleridge, Hazlitt, De Quincey, and the reviewers. *A, II. 3 s.h.* [Old number, S5°.] MR. MITCHELL

S142. The Teaching of High School English.—*B, I. 3 s.h.*

MR. JORDAN

S170. English Literature, 1744-1798.—In this course a study is made of the literature of the last half of the eighteenth century and of the development of the periodical essay, the novel, and the spirit of Romanticism. *A, I. 3 s.h.* [Old number, S11^b.] MR. PATTON

S203. Chaucer.—Careful study of one of Chaucer's works and rapid reading of others, with literary rather than linguistic emphasis; practice in reading Chaucer aloud; open to students with no previous training in Middle English. *A, I. 3 s.h.* MR. JACKSON

S204. Chaucer.—Continuation of English S203. *B, II. 3 s.h.*

MR. JACKSON

S206. History of the English Language.—*B, I. 3 s.h.*

MR. GREENE

S219. English Literature from 1660 to 1744.—Dryden and the Restoration dramatists; the beginnings of modern prose; Queen Anne's men; the rise of the novel; satire; Pope. *D, II. 3 s.h.* MR. JACKSON

S225. Special Studies in Victorian Literature: Tennyson.—*A, I. 3 s.h.*
MR. GREENE

S236. Victorian Prose.—Chief emphasis on Matthew Arnold's critical opinions, with briefer consideration of Carlyle, Ruskin, Meredith, Pater, Borrow, Newman, and Stevenson. *D, I. 3 s.h.* MR. JACKSON

S237. American Prose Literature: Emerson and his Group.—*D, I. 3 s.h.*
MR. GOHDES

S307. Seminar in American Literature.—This course is primarily for students who desire to write theses in American Literature. Enrollment is by permission of the instructor only. Non-thesis students may be admitted by permission of the instructor. *B, I. 3 s.h.* MR. GOHDES

S324. Study in the Romantic Poets of the Nineteenth Century: Byron.—*A, II. 3 s.h.* MR. WHITE

S334. Seminar in Early Nineteenth Century Literature.—Prerequisite, 324, or some similar course in early nineteenth century literature. Designed primarily for students writing theses. Each student must work out one or more research projects. *B, II. 3 s.h.* MR. WHITE

FRENCH

S3. Second-Year French.—Reading and translation, alternate exercises in grammar review, verb drill, and writing in French at dictation. *B, I. 3 s.h.* MR. COWPER

S4. Second-Year French.—Reading and translation, with prose composition. *D, I. 3 s.h.* MR. JORDAN

S213. The Classical Drama.—A study of the drama in the Seventeenth Century with brief treatment of Eighteenth Century developments. *A, II. 3 s.h.* MR. MICHELL

S218. The Teaching of French.—A survey of the methods of teaching French in the high school and the study of standard texts. Training in the use of the material to develop the command of the language and to broaden the teaching equipment. *D, I. 3 s.h.* MR. WEBB

S226. The French Short Story of the Nineteenth Century.—A study of the story as a literary form, along with consideration of the problem of editing stories for school use. *B, I. 3 s.h.* MR. JORDAN

S231. Rousseau and the Beginnings of Romanticism.—*A, I. 3 s.h.*
MR. COWPER

S313. Seminar: Problem Course in the Classical Drama.—Students desiring to enroll in this course must present the equivalent of S213 or take S213 concurrently. *D, II. 3 s.h.*

MR. MICHELL

GERMAN

S1. Elementary German.—Grammar, with composition, simple reading, and spoken German. *A, D, I (first three weeks). 3 s.h.*

MR. F. E. WILSON

S2. Elementary German.—Grammar, reading, and translation. *A, D, I (second three weeks). 3 s.h.*

MR. F. E. WILSON

[Auditors desiring to attend S1 and S2 without taking credit are not required to pay full registration and tuition but are subject to the auditor's fee of ten dollars.]

S3. Second-Year German.—Reading and translation of easy German prose, lyrics, and ballads, with a systematic review of grammar and composition exercises based on the selections read. *A, II. 3 s.h.*

MR. KRUMMEL

S4. Second-Year German.—Reading and translation of narrative prose, a modern prose comedy, and one of Schiller's blank verse dramas. *D, II. 3 s.h.*

MR. KRUMMEL

GREEK

S1-S2. Course for Beginners.—*A, D, I. 6 s.h.*

MR. JERNIGAN

[This course is recommended especially for all teachers of Latin in the public schools who have not had opportunity to study Greek, as well as for ministerial students and others interested in an introduction to Greek. Not offered unless as many as eight students enroll.]

HISTORY

S9. American History to 1828.—A rapid survey of the Colonial and Revolutionary periods followed by a more intensive study of the National period down to the beginning of Jackson's administration. *B, I. 3 s.h.* [Old number, S9^a]

MR. LANNING

S91. American History, 1828-1865.—A study of national expansion, sectional rivalry, railway extension, slavery, political parties, international relations, and the Civil War. *D, I. 3 s.h.* [Old number, S9^b]

MR. LANNING

S101. Development of Western European Civilization to About 800 A.D.—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society, as developed from ancient times down to the period of Charlemagne. *B, II. 3 s.h.*

MR. MANCHESTER

S102. Development of Western European Civilization from 800 to 1500 A.D.—

A continuation of course S101. By permission of the instructor properly qualified students may enter this course concurrently with S101. *D, II.*
3 s.h. MR. MANCHESTER

S206. Southern History, 1763-1860.—The rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. *A, I.* **3 s.h.** MR. COULTER

S217. Europe Since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influence. *A, II.*
3 s.h. MR. MCLEAN

S306X. Thesis Seminar in Southern History.—Open only to those who have theses in process or have completed the required courses in American History for the Master's degree. *Residence credit only. Schedule to be arranged. I.* MR. BOYD

S315. Seminar in Southern History.—Selected topics in the development of the South Atlantic region, chosen from year to year, in different periods in its development. *D, I.* **3 s.h.** MR. COULTER

S317. Seminar in European History Since 1870.—Prerequisite, 217 or its equivalent. Every student will be expected to undertake some problem in Modern European History for independent research and periodic report. *D, II.* **3 s.h.** MR. MCLEAN

LATIN

S211. Latin Inscriptions.—Introductory course in Latin epigraphy, emphasis being placed upon the study of important historical inscriptions. *B, II.* **3 s.h.** MR. ROSBOROUGH
 [Not offered if S332 is given.]

S212. The Roman Satirists.—Juvenal's literary satire will form the basis of the course, and several satires of Persius and Horace will be read for comparison. *A, II.* **3 s.h.** MR. ROSBOROUGH

S221. Roman Comedy, Plautus.—Not less than four plays will be read for their dramatic significance, their relation to previous literature, and their influence on subsequent literature. Study of forms, flexions, and syntax of early Latin. Prerequisite, twenty-four acceptable semester-hours of college Latin. *A, I.* **3 s.h.** MR. ANDERSON

S225. Linguistics.—A survey of Latin sounds, forms, and flexions through lectures and exercises. Prerequisite, twenty-four semester-hours of college Latin; an elementary knowledge of Greek will be found valuable. *B, I.* **3 s.h.** MR. ANDERSON

S332. Roman Historical Literature.—A reading course in original Latin sources as a basis for study and interpretation of movements and events of a specific period of Roman History. (Note: This course does not duplicate S331 offered in 1931, but rather supplements it.) *B, II. 3 s.h.*

MR. ROSBOROUGH

(Either S332 or S211 will be offered, according to demand.)

MATHEMATICS

For admission to candidacy for the Master's degree in mathematics students must have completed courses S25 and S30 and at least six semester-hours of the courses numbered above 200. After admission to candidacy the student is required to meet the same requirements for the Master's degree as in other departments. (See pages 23 to 24, this bulletin.) All of the graduate courses listed for the summer of 1923 have S25 as a pre-requisite, and all require S30, except S225, S250, and S259.

S1. College Algebra.—This course will cover the following topics: review of elementary algebra, quadratic equations, properties of quadratics, progressions, variation, logarithms, mathematical induction, binomial theorem, functions, theory of equations, permutations and combinations, determinants. *A, I. 3 s.h.*

MR. GREENWOOD

S2. Plane and Spherical Trigonometry.—Trigonometrical formulas; solution of special problems. *D, I. 3 s.h.*

MR. GREENWOOD

S25. Differential Calculus.—*B, I. 3 s.h.*

MR. RANKIN

S30. Integral Calculus.—*B, I. 3 s.h.*

MR. PATTERSON

S204. The Teaching of Mathematics.—Designed primarily for those who intend to teach mathematics. Recent changes in methods of studying mathematics; careful study of the report of the national committee on "The Reorganization of Mathematics in Secondary Education"; wide investigation into the literature on mathematics; coördination of geometry and algebra in junior high school mathematics; etc. *A, I. 3 s.h.*

MR. RANKIN

S225. Theory of Equations and Determinants.—*D, I. 3 s.h.*

MR. PATTERSON

S231. Differential Equations.—A study of the more common types of ordinary differential equations. *A, II. 3 s.h.*

MISS DALE

S235. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. *D, II. 3 s.h.*

MR. MILES

S250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. *B, II. 3 s.h.*

MISS DALE

S259. Analytic Geometry of Space.—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. *B, I. 3 s.h.* MR. ELLIOTT

S330. Theory of Functions of a Complex Variable.—Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions; study of double-periodic functions. Prerequisite, Course 239, advanced calculus. *B, II. 3 s.h.* MR. MILES

S340. Integral Equations.—A study of the Volterra and Fredholm integral equations with special reference to their application to boundary problems of differential equations. Prerequisite, course 239. *A, I. 3 s.h.* MR. ELLIOTT

PHILOSOPHY

S205. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. *B, I. 3 s.h.* MR. WIDGERY

S211. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of the nineteenth century. Lectures, study of texts, reports. *D, I. 3 s.h.* MR. WIDGERY

PHYSICS

S1-S2. Preliminary Physics.—Lectures, recitations and individual laboratory work covering the fundamental phenomena of physics, a course substantially equivalent to the Physics 1-2 of the winter term. Two lectures, one recitation, and one laboratory period daily. *Schedule to be arranged. I. 8 s.h.* MR. EDWARDS AND MR. CARPENTER

S51-S52. Pre-Medical Physics.—A laboratory course supplementary to S1-S2, for pre-medical students. *Schedule to be arranged. 3 weeks will be required for completion of course, laboratory work beginning June 3. 2 s.h.* MR. CARPENTER
[Not offered unless as many as eight students enroll before May 1.]

PSYCHOLOGY

S101. Introduction to Psychology: General Principles.—Lectures, demonstration, prescribed reading and reports. *B, I. 3 s.h.* MR. ZENER

S204. Comparative Psychology.—A survey of experiments and observations on animals from the protozoa to man, with special attention to their bearing on the theories of evolution and the influence of mind in evolution. *D, II. 3 s.h.* MR. ADAMS

S215. Child Psychology.—The environmental forces influencing child behavior and development and their implications as to the structure of the personality, with some pedagogical applications; the main emphasis, however, to be placed on the psychological laws which may be investigated to best advantage in children. The Lewin motion pictures will be used to demonstrate the operation of the forces mentioned. *B, II. 3 s.h.*

MR. ADAMS

S226. Contemporary Schools of Psychology.—The approach and contribution of the different contemporary schools to the fundamental problems of psychology. They will be considered with reference to the historical background from which they emerged. *A, I. 3 s.h.*

MR. ZENER

RELIGION

S1. Old Testament History and Literature.—This will include a general survey of the Old Testament. *A, II. 3 s.h.*

MR. ORMOND

S2. New Testament Background and Literature.—The preparation for Christianity by the Hebrew prophets and intertestamental development; a survey of the New Testament. *B, II. 3 s.h.*

MR. ORMOND

S161. Introduction to Religious Education.—*A, I. 3 s.h.*

MR. SPENCE

S234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *B, I. 3 s.h.*

MR. GARBER

S266. Religious Drama.—Study and analysis of religious drama. Project work in writing and production. *D, I. 3 s.h.*

MR. SPENCE

S281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *B, I. 3 s.h.*

MR. CANNON

S282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *D, I. 3 s.h.*

MR. CANNON

S337. Protestantism and Catholicism in Europe Since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. *A, I. 3 s.h.*

MR. GARBER

SPANISH

S61. Elementary Spanish.—Pronunciation, grammar, conversation, and reading of easy prose. *A, D, I (first three weeks). 3 s.h.*

MR. LUNDEBERG

S62. Elementary Spanish.—Pronunciation, grammar, conversation, and reading of easy prose. *A, D. I (second three weeks).* **3 s.h.**

MR. LUNDEBERG

S63. Second-Year Spanish.—Thorough review of grammar, with exercises in composition, conversation, and dictation. *A, II.* **3 s.h.**

MR. LISTER

S64. Second-Year Spanish.—Reading and translation; exercises in conversation and dictation. *D, II.* **3 s.h.**

MR. LISTER

[For Public School Drawing, Industrial Art, and Music, and for courses in Physical and Health Education, see pages 36 and 37, this bulletin].

Announcement

JUNALUSKA SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

INSTRUCTORS

BENJAMIN GUY CHILDS,

(Duke University),

A.B., A.M., University of Virginia; University of Virginia, 1921-22;

DIRECTOR.

HUGO LEANDER BLOMQUIST,

(Duke University),

B.S., The University of Chicago; Pasteur Institute, 1919;

Ph.D., University of Chicago;

BIOLOGY.

WILLIAM IVEY CRANFORD,

(Duke University),

A.B., Duke; Ph.D., Yale;

PSYCHOLOGY.

ROBERT TAYLOE DUNSTAN,

(Greensboro College for Women)

A.B., Duke; A.M., Ph.D., University of Wisconsin;

FRENCH.

BELLE CURRIN GHOLSON,

(Durham High School),

A.B., A.M., Duke;

EDUCATION.

JAMES MCFATE GODARD,

(Park College),

A.B., Park; A.M., Duke; Duke, 1930-31;

EDUCATION.

QUINTON HOLTON,

(Head of Department of History, Durham High School),

A.B., Duke; The University of Chicago, 1921-23;

HISTORY.

JUNALUSKA

EDWIN RAY HUNTER,

(Maryville College),

A.B., Maryville College; M.A., Ph.D., The University of Chicago;

ENGLISH.

HIRAM EARL MYERS,

(Duke University),

A.B., Duke; S.T.B., S.T.M., Boston University;

RELIGION.

WILLIAM HAYS SIMPSON,

(Duke University),

A.B., Tusculum; A.M., Duke; Duke, 1930-32;

GOVERNMENT.

CLARENCE SHAW WARREN,

(Superintendent City Schools, Lenoir, N. C.),

A.B., Duke;

EDUCATION.

ROBERT LEMUEL WIGGINS,

(Wesleyan College),

A.B., Emory; A.M. Vanderbilt; Ph.D., University of Virginia;

ENGLISH.

BUSINESS MANAGER

JAMES R. BOYD

Waynesville, North Carolina.

CALENDAR

The Junaluska Summer School, Inc., will open June 14 and will close July 22. Recitations will be held five days in the week, all Mondays except June 20 and July 11 being holidays. Monday, July 4, will be observed as Independence Day.

REGISTRATION

Friday, June 10, is reserved for the registration of students from Haywood County. Monday, June 13, is registration day for all other students. This day, between the hours of 9 A.M. and 5 P.M., will be allowed for students to matriculate, select courses, and make arrangements concerning board and lodging. Regular classes will meet at 8:15, Tuesday morning, and recitation work will begin at once. Students are advised against late

entrance since this very seriously affects school work as well as credits that may be obtained.

All applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience. Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

COURSES OFFERED

Professional courses are offered for teachers in elementary schools, teachers of primary grades and of grammar grades, and teachers of high school subjects.

For qualified college students, including high school graduates who may wish to begin their college course in the summer instead of waiting until September, instruction will be offered in education, English, botany, French, government, history, religion, and psychology. Credit is allowed toward the A.B. degree at Duke University for these courses, and credit towards the A.M. degree is allowed for the course in field botany.

COURSE IN FIELD BOTANY

A special course in field botany will be offered to public school teachers of nature study, high school teachers of botany and biology, and to qualified college students. The course is unique in that it will consist of a careful survey of the plant life found in the mountains of western North Carolina. Frequent excursions and field trips will be made to Mount Mitchell, Mount Pisgah, the famous Pink Beds, and other sections abundant in unusual flora. A considerable amount of time will be spent in the new Great Smoky Mountain National Park area.

High school teachers and elementary school teachers of botany and related subjects will find ample opportunity for extensive study in this attractive field with either undergraduate or graduate credit.

ROOM AND BOARD

The hotels and lodging places on the Southern Assembly Grounds at Lake Junaluska have guaranteed summer school

students board and room at the special rate of \$10.00 per week, with bed-linen furnished. Room and board will be provided at the same rate in the Mission Building, the Summer School headquarters, for a limited number of early applicants. Further information relative to board and room may be obtained by addressing J. R. Boyd, Business Manager, Waynesville, North Carolina, or R. E. Nollner, The Junaluska Assembly, Lake Junaluska, N. C.

FEES AND EXPENSES

Tuition charge for college students other than teachers is \$10.00. Teachers are exempt from tuition. The registration fee, paid by every student, is \$20.00. Expenses may therefore be estimated as follows:

Registration	\$20.00
Room and Board	60.00
Library and Recreation Fee	2.00
	<hr/>
	\$82.00

To this should be added about \$5.00 for books and probably \$5.00 for miscellaneous expenses, besides the tuition charge for students other than teachers.

FURNISHED COTTAGES

There are available for rent during the summer season several desirable private cottages within a few minutes' walk of the summer school. These cottages are furnished with water and lights and are equipped for housekeeping. For those who prefer to live with a small group these cottages will prove very attractive. They may be rented at very reasonable rates either for the six weeks' period of the summer school or in many cases for the whole summer. For detailed information as to rates and other particulars write Superintendent Ralph E. Nollner, The Junaluska Assembly, Lake Junaluska, N. C.

COURSES OF INSTRUCTION

(*Note.* In the description of courses the following abbreviations occur: *Period A* means that the course comes the first eighty minutes daily, beginning at 8:15; *Period B* means that the course comes at the eighty-minute period beginning at 9:45; *Period D* means that the course meets an eighty-minute period daily, beginning at 11:45. All courses carry three semester hours' credit unless otherwise specified.)

EDUCATION

S10. General Course in Elementary Method.—A survey of the work of the teacher. The course treats: The qualifications and training of teachers, nature and aims of education, nature and purpose of school curricula, modern classroom procedure in teaching. *Period B.*

MR. WARREN

S54. Introductory Course in the History of Education.—A study of the types of educational systems and institutions evolved in western Europe and the United States as an introduction to current educational problems. *Period B.*

MR. GODARD

S58. The Learning Process.—Identical with Psychology S14c. A course in elementary educational psychology. *Period A.*
[Old numbers, Education S8 and S14^c]

MR. CRANFORD

S103. School Organization and Administration for the Classroom Teacher.—A study of the problems of school administration and control as they arise in the work of the classroom teacher. *Period A.*

MR. WARREN

S106. Principles of Secondary Education as Applied to the Junior High School.—This course is designed to give an understanding of the purposes of the junior high school, its organization and administration. Attention will be given to the means that have been used in the junior high school for the realization of the purposes claimed for it. Discussions will be directed to such topics as objectives, curricula, methods of teaching, problems, etc. *Period B.*

MR. CHILDS

S116. General Methods for Secondary Schools.—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. *Period A.*

MR. GODARD

[Old number, S10^b]

S126. Extra-Curricular Activities in the High School.—A course dealing with the underlying principles, the outcomes, and the organization and administration of an extra-curricular activities program. The following activities are considered: home-room, assembly, class organizations, pupil participation in school control, clubs, athletics, publications, finances,

school trips, literary societies, dramatics, etc. Throughout the course consideration is given to a study of the adolescent and how to deal with him. *Period D.* MR. CHILDS

S152. Nature Study.—The function, aim, and place of nature study in the school. Consideration of the effects of weather changes, climate, and seasons on nature and life; certain physiographic changes and features; some study of the common birds, butterflies, insects, trees, and flowers. *Period A.* MRS. GHOLSON

BOTANY

S225. Field Botany.—The aim of this course is to present to the students a first-hand knowledge of plants in their native habitats. The field work will be done in the mountain areas of Western North Carolina and will include the Pisgah Forest and Smoky Mountain sections. The course will consist of practice in the identification of plants in the field and a study of their natural history and associations. Field trips daily, also lectures, readings, reports, etc. *Credit, 4 or 6 semester-hours for A.B. or A.M. degree. Hours to be arranged.* MR. BLUMQUIST

S226. Research in Field Botany.—Students who have had sufficient botanical training to be qualified to do individual investigation may select a problem for research. The problem selected should be in the fields of ecological or systematic botany for which this area offers exceptional opportunities. *Credit, 4 or 6 semester-hours for A.M. degree. Hours to be arranged.* MR. BLUMQUIST

ECONOMICS AND GOVERNMENT

S102^a. Elementary Survey of American Government and Politics.—A study of the organization, growth, and practical working of national government in the United States; background course for the work of teachers of citizenship in the public schools. *Periods A and D (first three weeks.)* MR. SIMPSON

S102^b. State and Local Government in the United States.—The subject matter of this course covers the historical development of state and local governments, their present political organization and their relation to each other and to the federal government. Particular attention is given to the study of state and county government in North Carolina. *Periods A and D (second three weeks.)* MR. SIMPSON

S115. Economic Geography.—A study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals and the works of man as environmental factors. *Period B.* MRS. GHOLSON

[Old number, 83X]

ENGLISH

S6. Prose Literature.—A continuation of English S5 (old number SL2^a). A reading and study of selected works of the best writers of prose, with emphasis upon biography; periods of literary history; origin and growth of the various types of prose literature. *Period D.*

MR. WIGGINS

S137. American Poetry.—Selections from the works of eight or ten principal figures in American poetry, with emphasis upon principal articles of thought and characteristic manner of expression. *Period B.*

MR. HUNTER

S138. American Prose.—This course consists of a study of representative writers of American prose. It will include a wide reading in the chief prose productions of the latter half of the nineteenth century. *Period D.*

MR. HUNTER

S142. The Teaching of Literature and Composition in the High School.—Consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, etc. *Period A.*

MR. WIGGINS

FRENCH

S1. Elementary French.—Pronunciation, grammar to include regular verb forms and common irregular verb forms, translation. *Periods A and D (first three weeks.)*

MR. DUNSTAN

S2. Elementary French.—Completion of the irregular verb, composition, dictation, and translation of simple French. *Periods A and D (second three weeks.)*

MR. DUNSTAN

HISTORY

S1. Modern and Contemporaneous Europe.—The development of modern Europe since the middle of the century is traced with special reference to the rise of nationality, the Industrial Revolution, scientific thought, domestic politics in the leading states, etc. *Periods A and D (first three weeks.)*

MR. HOLTON

S2. Modern and Contemporaneous Europe.—A continuation of S1. A study of colonial expansion, diplomacy, the World War, and other contemporaneous historical developments. *Periods A and D (second three weeks.)*

MR. HOLTON

PSYCHOLOGY

S14^c. An Elementary Study of Educational Psychology.—Identical with Education S58. *Period A.*

MR. CRANFORD

S101. General Psychology.—A survey of the principles of general psychology that are peculiarly applicable to the practical work of the teacher. *Period B.* MR. CRANFORD

RELIGION

S104. The History and Religion of the Jews to the Roman Period.—Based upon exilic and post-exilic prophecy, wisdom literature, and the earlier apocalypses. *Period B.* MR. MYERS

S116. The Teaching of Jesus.—An interpretation of the teaching of Jesus, based upon the Synoptics, Matthew receiving principal consideration. *Period A.* MR. MYERS

Announcement

JUNALUSKA SCHOOL OF RELIGION

INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.,

Dean of the School of Religion and Professor of Biblical Interpretation,
DUKE UNIVERSITY.

PAUL NEFF GARBER, A.B., A.M., Ph.D.,

Registrar of the School of Religion and Professor of Church History,
DUKE UNIVERSITY.

WYATT AIKEN SMART, A.B., B.D., D.D.,

Professor of Biblical Theology,
EMORY UNIVERSITY.

H. SHELTON SMITH, A.B., A.M., B.D., Ph.D.,

Professor of Religious Education,
DUKE UNIVERSITY.

ALFRED WASHINGTON WASSON, A.B., B.D., S.T.M., LL.D.,

Professor of Missions,
SOUTHERN METHODIST UNIVERSITY.

CALENDAR: SCOPE OF WORK

The fifth session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 25 to September 2, 1932. It will be conducted under the joint management of Duke University and the Board of Christian Education with the coöperation of the Board of Missions and other boards of the Methodist Episcopal Church, South.

The purpose is to conduct a Summer School of Religion to meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees and for the preliminary work toward the A.M. degree in the School of Religion.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

COURSES

Courses will be offered meeting five times a week for eighty-minutes periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and who are ranked as incoming seniors in college.

GROUP I

FOR COLLEGE UNDERGRADUATES

Course 1. The Teachings of Jesus.—Using the Synoptic Gospels as a basis, the teachings of Jesus on religious, ethical, and social subjects will be studied in an effort better to understand His own thought and His message to the world.

PROFESSOR SMART

Course 3. Old Testament History.—A survey of the history of the Hebrews in its relation to contemporary oriental history, with special emphasis on the literature and religious institutions.

PROFESSOR RUSSELL

Course 5. The World Task of the Church.—Survey of the world field; modern aim, motives, and justification for missions; principles and methods; the indigenous church; the home base, including functions and organization of mission boards, problems of administration, and missionary education.

PROFESSOR WASSON

Course 7. American Christianity.—The growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America in the 19th century.

PROFESSOR GARBER

GROUP II

FOR COLLEGE GRADUATES

(AND FOR COLLEGE SENIORS)

Course 2. The Epistle to the Hebrews and the General Epistles.

PROFESSOR SMART

Course 4. Old Testament Literature.—A study of the story element in the Old Testament with reference to both form and content; the elements and chief forms of Old Testament poetry, especially the Psalms.

PROFESSOR RUSSELL

Course 6. Religious Education and Contemporary Civilization.—A realistic analysis of the ethical and religious issues in contemporary American civilization, with a critical appraisal of the function of Christian education as an agency of social and religious reconstruction.

PROFESSOR SMITH

Course 8. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America.

PROFESSOR GARBER

Course 10. History of Religion.—Nature of religion; primitive forms; theories of origin and development; outline history of great non-Christian religions.

PROFESSOR WASSON

ADDITIONAL INFORMATION

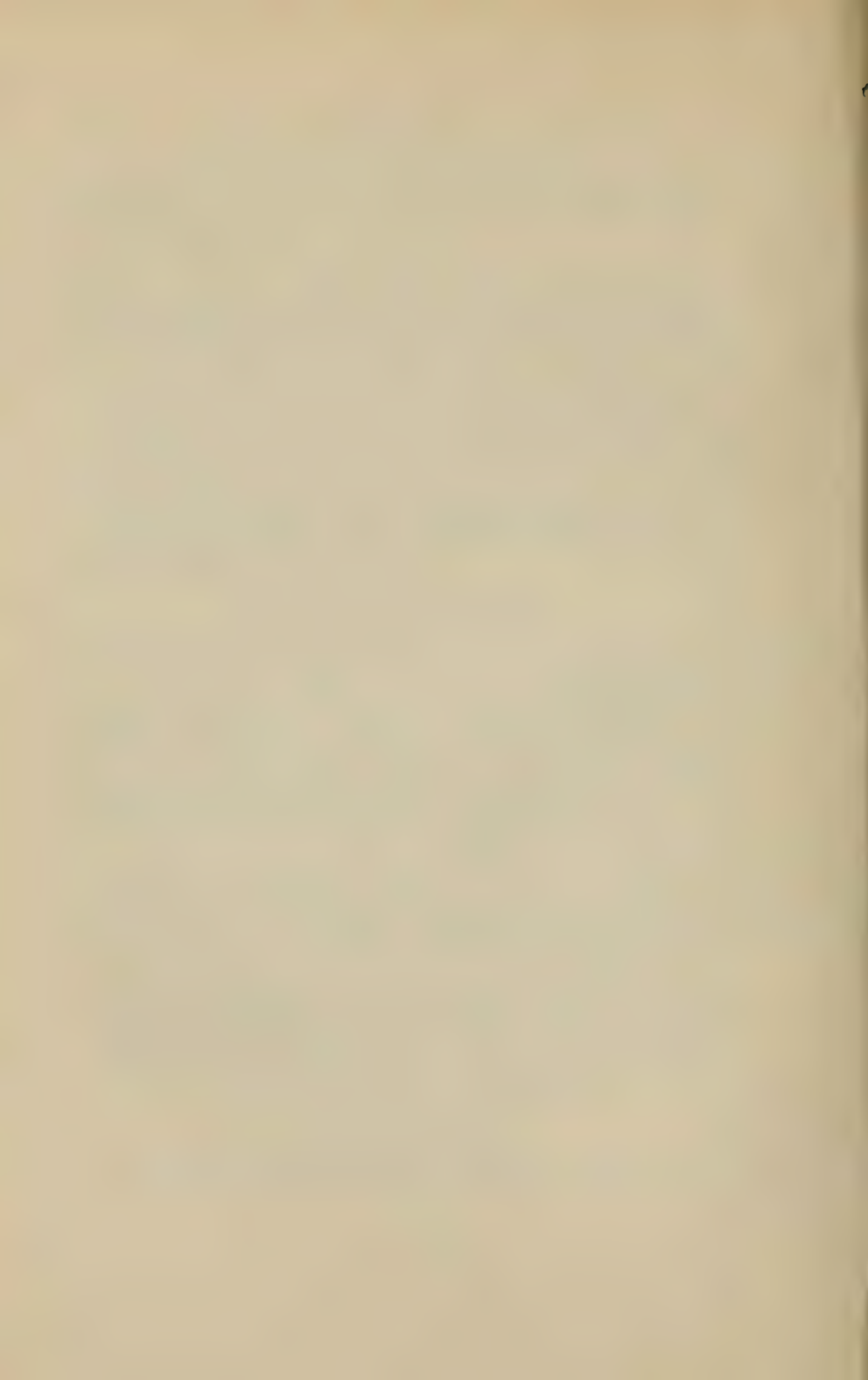
A general matriculation fee of \$5.00 is due at time of registration and a special fee of \$5.00 in each course for which the student registers.

Students are of course responsible for their own arrangements for board and room. Those desiring to engage room and board in the Board of Education Lodges should write W. E. Hogan, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere should write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Education Building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address J. Q. Schisler, the Board of Christian Education, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.



BULLETIN OF DUKE UNIVERSITY

Vol. 4

JANUARY, 1932

No. 1

THE SCHOOL OF MEDICINE



1932

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IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE AND OCTOBER

ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.

UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

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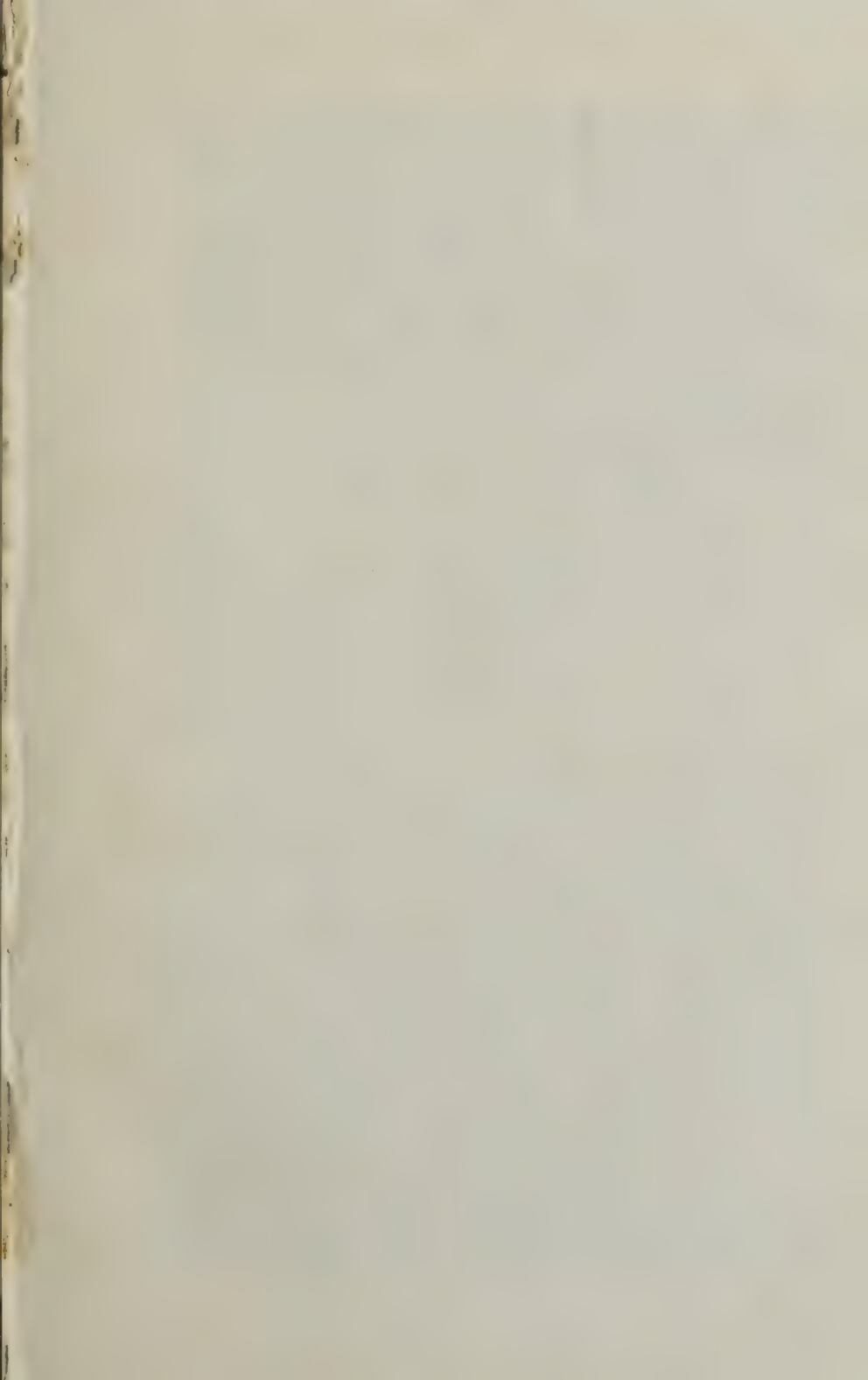
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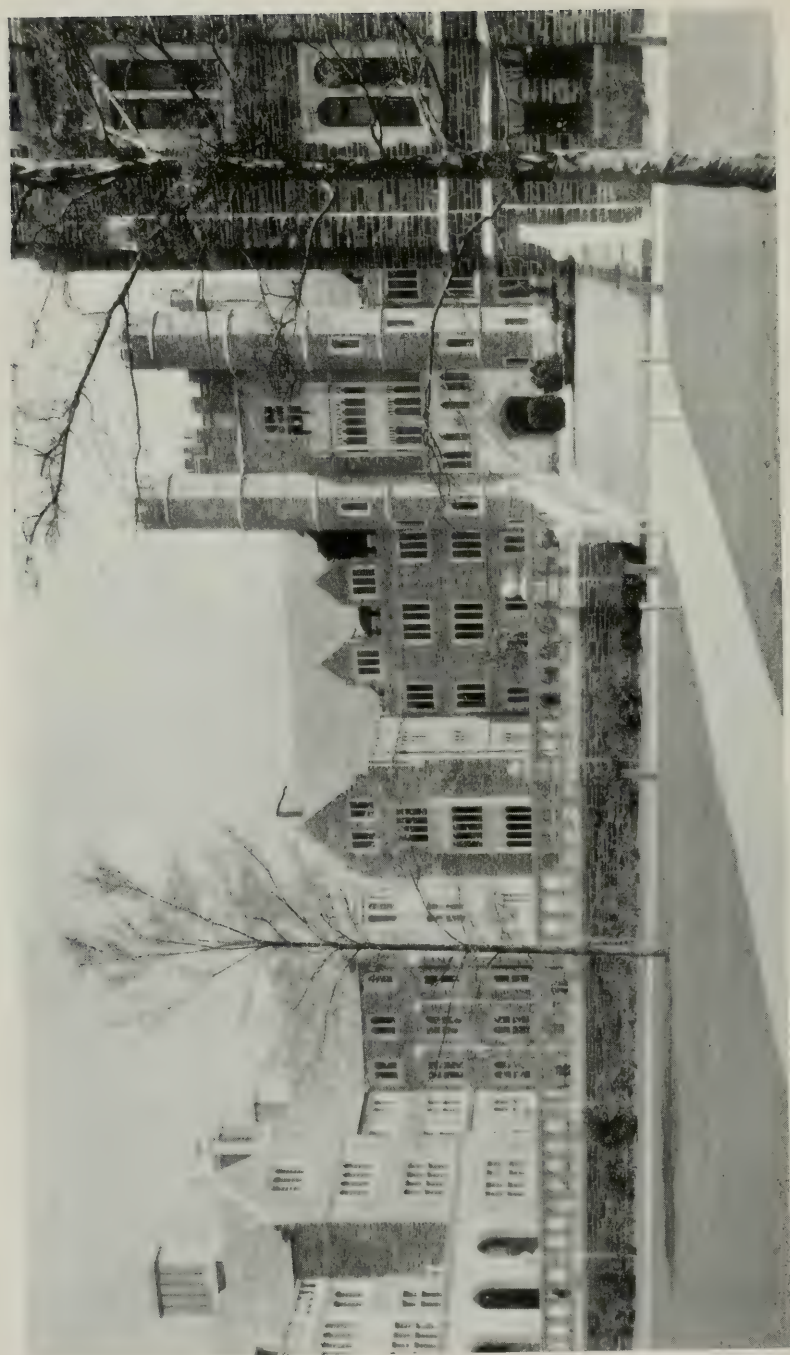
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For BULLETIN OF THE SCHOOL OF RELIGION, apply to *The Registrar of the School of Religion*, Duke University, Durham, N. C.

For BULLETIN OF THE SUMMER SCHOOLS, apply to *The Director of the Summer Schools*, Duke University, Durham, N. C.





THIS FACADE OF THE SCHOOL OF MEDICINE OVERLOOKS THE LENGTH OF THE MAIN UNIVERSITY QUADRANGLE

BULLETIN
OF
DUKE UNIVERSITY

THE SCHOOL OF MEDICINE



1932

DURHAM, NORTH CAROLINA

1932

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SCHOOL OF MEDICINE CALENDAR, 1932-1935

1932

- January 4 (Monday)—Winter quarter begins.
- February 22 (Monday)—Washington's birthday (holiday.)
- March 19 (Saturday)—Winter quarter ends and spring vacation begins.
- March 28 (Monday)—Spring quarter begins.
- June 8 (Wednesday)—Commencement.
- June 11 (Saturday)—Spring quarter ends and summer vacation begins.
- June 20 (Monday)—Summer quarter begins.
- July 4 (Monday)—Independence Day (holiday).
- September 3 (Saturday)—Summer quarter ends and autumn vacation begins.
- October 3 (Monday)—Registration of entering students.
- October 4 (Tuesday)—Autumn quarter begins.
- November 24 (Thursday)—Thanksgiving Day (holiday).
- December 23 (Friday)—Autumn quarter ends and Christmas vacation begins.

1933

- January 2 (Monday)—Winter quarter begins.
- February 22 (Wednesday)—Washington's birthday (holiday).
- March 18 (Saturday)—Winter quarter ends and spring vacation begins.
- March 27 (Monday)—Spring quarter begins.
- June 7 (Wednesday)—Commencement.
- June 10 (Saturday)—Spring quarter ends and summer vacation begins.
- June 19 (Monday)—Summer quarter begins.
- July 4 (Tuesday)—Independence Day (holiday).
- September 2 (Saturday)—Summer quarter ends and autumn vacation begins.
- October 2 (Monday)—Registration of entering students.

October 3 (Tuesday)—Autumn quarter begins.

November 30 (Thursday)—Thanksgiving Day (holiday).

December 23 (Saturday)—Autumn quarter ends and Christmas vacation begins.

1934

January 2 (Tuesday)—Winter quarter begins.

February 22 (Thursday)—Washington's birthday (holiday).

March 17 (Saturday)—Winter quarter ends and spring vacation begins.

March 26 (Monday)—Spring quarter begins.

June 6 (Wednesday)—Commencement.

June 9 (Saturday)—Spring quarter ends and summer vacation begins.

June 18 (Monday)—Summer quarter begins.

July 4 (Wednesday)—Independence Day (holiday).

September 1 (Saturday)—Summer quarter ends and autumn vacation begins.

October 1 (Monday)—Registration of entering students.

October 2 (Tuesday)—Autumn quarter begins.

November 29 (Thursday)—Thanksgiving Day (holiday).

December 22 (Saturday)—Autumn quarter ends and Christmas vacation begins.

1935

January 2 (Wednesday)—Winter quarter begins.

February 22 (Friday)—Washington's birthday (holiday).

March 16 (Saturday)—Winter quarter ends and spring vacation begins.

March 25 (Monday)—Spring quarter begins.

June 5 (Wednesday)—Commencement.

June 8 (Saturday)—Spring quarter ends and summer vacation begins.

June 17 (Monday)—Summer quarter begins.

July 4 (Thursday)—Independence Day (holiday).

August 31 (Saturday)—Summer quarter ends and autumn vacation begins.

September 30 (Monday)—Registration of entering students.

October 1 (Tuesday)—Autumn quarter begins.

November 28 (Thursday)—Thanksgiving Day (holiday).

December 21 (Saturday)—Autumn quarter ends and Christmas vacation begins.

The Treasurer's office is in room 301, Page Auditorium building, on the West Campus, and is open daily, except Sunday, from 9 a.m. to 4:30 p.m.

The office of the Recorder and Dean of the School of Medicine is in room M 121 of the Medical School, and is open daily, except Sunday, from 8:30 a.m. to 5 p.m.

For any further information desired, address the OFFICE OF THE DEAN, DUKE UNIVERSITY SCHOOL OF MEDICINE, BOX 3701, DURHAM, N. C.

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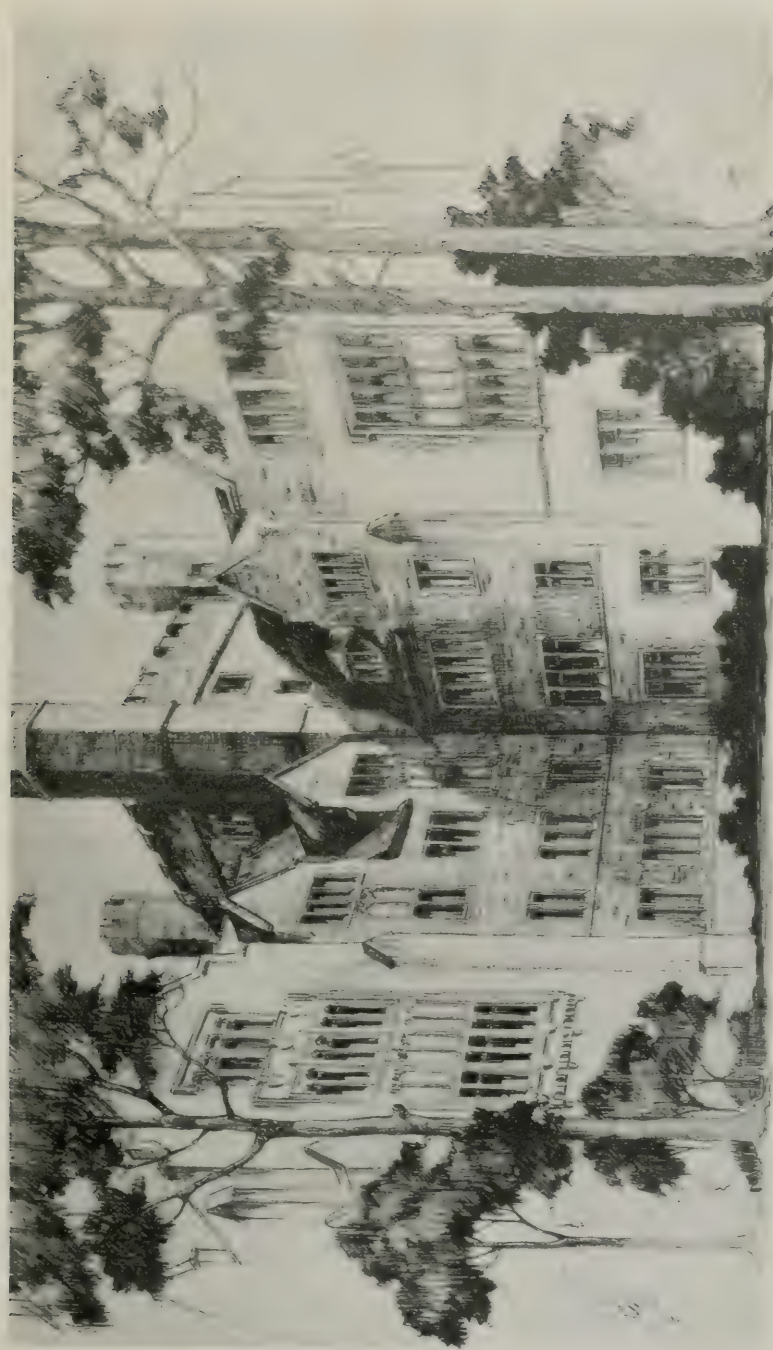
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GENERAL STATEMENT

The Duke University School of Medicine and the Duke Hospital were established in 1925 through the munificent gift of the late James B. Duke. The hospital and public dispensary were opened for patients on July 21, 1930, and have grown much more rapidly than anyone had anticipated; over 10,000 patients have been treated. On October 1, 1930, the first classes of 52 first year students and 18 junior students were admitted to the School of Medicine. Seventy-five per cent of these students have availed themselves of the four quarter plan. On October 1, 1931, all four classes were started, 63 first year, 46 second year, 18 junior and 18 senior students.

The *School of Medicine* has been planned to insure the greatest correlation between the various departments. These facilities are available also for students who are studying for degrees other than the M.D. The *Hospital* with its 456 beds has every modern convenience for the diagnosis, proper care, welfare and comfort of the patients, both private and charity, white and colored, whether they come from Durham or from a distance.

In addition to the clinical facilities of the Duke Hospital and Public Dispensary, the Trustees of the Watts Hospital (220 beds) and of the Lincoln Hospital (108 beds) have very kindly granted teaching privileges to the Duke University School of Medicine.

FACILITIES OF THE HOSPITAL

The Duke Hospital has 456 beds, including 50 bassinets for newly-born infants. *Medicine*, including dermatology, Roentgenology, neurology, and psychiatry, has 111 ward beds; *surgery*, including urology, oto-laryngology, ophthalmology, and orthopedics, 105 ward beds; *obstetrics*, including gynecology, 56, and *pediatrics* 52. There are 82 private rooms and semi-private cubicles, 7 operating rooms, 4 obstetrical delivery rooms and accommodations for a resident staff of 40. Offices and examining rooms for the members of the medical faculty are located in the hospital.

PUBLIC WARD PATIENTS. Duke University cannot give charity treatment to all who apply; therefore patients whose

incomes are less than \$15 per week should apply for examinations or for admission to the public wards (whether full-pay, part-pay or free) through their family physicians, to the Duke Public Dispensary (tel. Durham F-131) on the days and hours listed on the next page. The charge for examinations in the Duke Public Dispensary is \$2 and the ward rate is \$3 per day, exclusive of X-rays, special tests and treatments, if the patient can pay. Welfare departments and churches should assist in the payment for the needy.

PRIVATE PATIENTS. Patients who can pay the private rates of \$5 to \$8 per day, exclusive of professional services, may at any time, through their family physicians in consultation with any member of the hospital staff, reserve private rooms by telephoning to the admitting office (Durham F-131). Appointments for private examinations and treatment may be made in advance by telephoning to members of the hospital staff or to the private diagnostic clinic (Durham F-131).

Every effort is being made to coöperate with the medical profession, and patients are asked to return to the physicians who referred them to the hospital and public dispensary.

PUBLIC DISPENSARY

The public dispensary, with 66 examination and treatment rooms, a physiotherapy division and a brace and instrument shop, is equipped for the diagnosis and treatment of all forms of disease.

SCHEDULE OF THE DUKE PUBLIC DISPENSARY. White patients are admitted at 1 p.m.; colored at 3 p.m. *Medicine and General Surgery:* daily, except Saturdays, Sundays and holidays. *Obstetrics and Women's Diseases:* Mondays, Tuesdays, Wednesdays, and Fridays. *Children's Diseases:* Mondays, Wednesdays, and Fridays. *Urology:* Tuesdays and Fridays. *Ear, Nose, Throat and Dentistry:* Mondays and Thursdays. *Diabetes and Eye:* Thursdays. *Asthma, Hay Fever and Skin Diseases:* Tuesdays. *Syphilology:* Thursdays. *Orthopedics:* Mondays and Wednesdays.

If the patient is able to pay, the public dispensary charge is \$2 for the first visit to any department. For return visits, the rate is fifty cents for consultation or completion of examination; fifty cents to \$2 for treatment by various specialists, to be determined by the physician in charge of the specialty, and \$2

for patients who have not been instructed to return and do so on their own initiative. In order to coöperate with the medical profession, anyone who wishes to attend the public dispensary should consult and bring a letter from his or her own physician. All patients accompanied by their physicians are admitted free to the public dispensary.

The general policy of admitting patients to the wards and public dispensary is to consider carefully their financial and social status, income and size of family, special responsibilities and the probable cost of treatment all being weighed in determining admission. A married patient, for instance, with an income of less than \$15 per week is considered admissible to the public wards or public dispensary for ordinary conditions; the income limit, of course, varying according to the other factors which affect the patient's financial status. Those who are able to pay the ordinary fees of consultants and specialists are not admitted to the public dispensary but may make arrangements through their own physicians for examinations by any member of the hospital staff or in the private diagnostic clinic.

SCHOOL OF NURSING

The next class of students will be admitted to the Duke University School of Nursing on October 1, 1932, but applications should be sent as soon as possible; they will be considered in order of receipt. The entrance requirements are intelligence, character, and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each. The tuition is \$100 per year. Application forms and bulletins may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C.

Duke University grants the degree of Bachelor of Science to women who have completed successfully two years of college work (60 semester-hours) in Duke University or another approved university or college in addition to the three year course leading to the Diploma of Graduate Nurse in the Duke University School of Nursing. The sixty semester-hours of college work can be completed either before or after the three year course in the School of Nursing, but not during it. Those

who contemplate studying for this degree should obtain, from the Dean of the School of Nursing, advice about the university or college courses which are recommended.

SCHOOL OF DIETETICS

In addition to the training of medical students and nurses in dietetics, women whose previous training is acceptable may be admitted to the School of Dietetics at any time for which their previous training has fitted them, and are given a Certificate of Graduate Dietitian after the successful completion of the course of one year. Applications should be sent to the Professor of Dietetics, Duke University School of Dietetics, Durham, N. C.

Duke University grants the degree of Bachelor of Science to women who have completed successfully three and one half years of college work (110 semester-hours) in Duke University or another approved university or college, *and* the course of one year leading to the Certificate of Graduate Dietitian in the Duke University School of Dietetics. The course includes both academic instruction and actual experience. There are classes and teaching clinics given by the faculty of the School of Medicine which are open to student dietitians.

POSTGRADUATE STUDY

The need for more provision for postgraduate study is very acute not only in this country but abroad. There are very few clinics to which a physician can go, after he has been in practice several years, to obtain the additional training which he has found he requires. The School of Medicine is attempting to fill this need. If any doctor wishes to spend a few days, weeks, or months reviewing his knowledge of medicine, surgery, obstetrics, pediatrics, or other branches, or if he has to do an unusual operation and wishes to refresh his memory as to the anatomy involved, the facilities and equipment are at his disposal. The service of the School of Medicine is not limited to the training of its own students and staff but extends to giving the members of the medical profession the benefit of everything it has. Graduates in medicine are welcomed especially at the varied clinics and demonstrations in medicine, surgery, ob-

stetrics, and other specialties which are held from 9 a.m. to 12:30 p.m. each Saturday, and at the clinical-pathological conferences at 5 p.m. on Wednesdays. Postgraduate clinics are held at intervals throughout the year and short intensive postgraduate courses in medicine, obstetrics, and pediatrics may be provided if there is sufficient demand. Further information may be obtained by writing to the head of the department concerned or to the Dean, Duke University School of Medicine, Durham, N. C.

INTERNESHIPS AND RESIDENCIES

Internships of one year's duration with room, board, laundry and uniforms furnished, but without salary, are available in *medicine* (including dermatology, roentgenology, neurology, and psychiatry), in *obstetrics* (including gynecology), in *pediatrics*, in *surgery* (including urology, oto-laryngology, ophthalmology, and orthopedics), or in *pathology*, commencing each January, April, July, and October. Application blanks, which must be returned at least three months before the appointment is desired, may be obtained by writing to the head of the department in which an internship is wanted or to the Dean, Duke University School of Medicine, Durham, N. C. Graduates of any class A medical school are eligible for internships.

After the completion of an internship in the Duke Hospital or in another acceptable hospital, a certain number may be appointed as assistant residents in medicine, surgery, obstetrics, gynecology, pediatrics, pathology, biochemistry, or in any one of the medical or surgical specialties, at a salary of \$250 to \$500 per year, with maintenance, and eventually may be promoted to the residency in the various departments or sub-departments of the hospital at an annual salary of \$500 to \$1,000, with maintenance. Applications should be made to the head of the department concerned.

LIBRARY

"To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all."—SIR WILLIAM OSLER.

In addition to the general library of Duke University, and the departmental libraries of biology, chemistry, and physics, which have 200,000 volumes available for medical students, the

Duke Hospital Library contains 30,000 volumes of American and foreign medical literature. The hospital library subscribes to 395 current American and foreign medical and other scientific journals. These books and journals are available daily from 8:30 a.m. to 10:00 p.m. for the students, nurses, staff, and medical profession.

APPLICATION FOR ADMISSION

Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C. They must be filled in with typewriting, a 2 in. x 2½ in. recent photograph attached, and the application returned to the Dean as soon as possible. Applications are evaluated in the order received. If the information obtained is satisfactory, a personal interview with the committee on admission or a regional representative is arranged for the applicant. The candidate is then notified as soon as possible whether he has been accepted or declined; if accepted, the student must send a deposit of \$50 within two weeks to insure his enrollment. This money is applied toward the tuition. First year students are admitted only in October at the beginning of the autumn quarter, but applications are considered and a decision in regard to admission is made at any time during the preceding year. Women are received on the same terms as men.

REQUIREMENTS FOR ENTRANCE

"I recommend that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life."—JAMES B. DUKE.

Intelligence and character are the essential qualifications for admission.

In addition, each candidate must have the following preparation which includes the minimal requirements for grade A medical schools:

1. At least two years of college work (70 semester-hours), including:

2. *Biology*: At least one year (12 semester-hours, one half of which must be laboratory work and must include training in embryology). A course in comparative anatomy is also recommended.

3. *Chemistry*: At least two years (10 semester-hours of inorganic chemistry including short or preliminary courses in

qualitative and quantitative analysis, and 6 semester-hours of organic chemistry; one half of each course must be laboratory work). These represent the minimal requirements in chemistry. Additional courses in analytical and physical chemistry are desirable.

4. *Physics*: At least one year (10 semester-hours, one half of which must be laboratory work).

5. *English*: At least two years (12 semester-hours).

6. *Mathematics*: At least one year (6 semester-hours; a working knowledge of logarithms is essential and one of calculus is desirable).

7. *German*: A reading knowledge of scientific German is highly desirable.

8. Applicants are required to take the aptitude tests of the Association of American Medical Colleges unless specifically excused by the school. These tests were given at most of the colleges and universities on December 11, 1931.

(Selection is based on the *quality* rather than the *quantity* of preparation.)

REQUIREMENTS FOR ADMISSION TO ADVANCED STANDING

In addition to the requirements for entrance, an applicant for admission to the junior class must present evidence that he will complete successfully the first and second year curriculum in a class A medical school consisting of: Gross, microscopic and neuro-anatomy, biochemistry, pharmacology, physiology, gross and microscopic pathology, bacteriology, clinical microscopy, and normal and abnormal physical diagnosis. Students who transfer from other medical schools can be admitted into any quarter for which their previous training has fitted them (*see curriculum*). For example, a student who has completed successfully the first and second year curriculum at another medical school is eligible to enter the summer quarter in June and to be graduated in December of the following year, or he can enter the autumn quarter in October and receive the M.D. certificate in March or June two years later, depending on whether he attends the intervening summer quarter. Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C.; they are evaluated and a decision in regard to admission made as described for applications for ad-

mission. Students at other approved medical schools may, if recommended, transfer to Duke for one or more quarters for regular or special studies. They should write to the Dean for information.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN THE SCHOOL OF MEDICINE

Duke University grants the degree of Bachelor of Science to students who have completed satisfactorily 70 semester-hours of college work in Duke University or another approved university or college, six quarters in the Duke University School of Medicine, *creditable extra* work in any department, and an acceptable thesis. No credit toward this degree is given for additional college work. Students who wish to become eligible for this degree should, during their third quarter, arrange a program of extra work with the head of the department concerned.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE

The degree of Doctor of Medicine is conferred upon those who, after fulfilling all the requirements for entrance, have completed satisfactorily twelve quarters of the curriculum of the School of Medicine, have passed the preclinical and clinical examinations, and then have spent two years in satisfactory hospital or laboratory work.

Examinations in the preclinical subjects are given to the students not earlier than their sixth quarter, and in the clinical subjects not earlier than their twelfth quarter. These examinations are held at least twice each year to accommodate students who qualify for them at different times. They demand a more comprehensive knowledge of medicine than can be obtained from the required courses in the schedule, and it is necessary for the student to demonstrate that he has utilized profitably his free time. No numerical grades are given; only terms "passed" and "failed" are used.

Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the executive committee, give promise of being a credit to themselves and the school. At the end of each quarter, the executive committee reviews the records of all students and those whose progress has been unsatisfactory may be advised to leave the school.

Students who have been admitted to advanced standing and those who have studied at other medical schools for part of their course must present evidence that they have completed successfully work comparable to that of the curriculum during the quarters in which they were away.

All students are urged to spend three years in hospital or laboratory work after passing the clinical examinations and they must give assurance satisfactory to the executive committee that they will spend at least two years. This work must be in a hospital approved for internship by the American Medical Association or in a laboratory acceptable to the executive committee.



ONE OF THE SEVERAL OPERATING ROOMS IN DUKE HOSPITAL



AMPHITHEATER USED FOR LECTURES AND CLINICS

DEPARTMENTS OF INSTRUCTION

Anatomy

The autumn quarter is devoted to the courses of instruction in gross human anatomy, histology, and neurology required of all entering students. Further work in these subjects and advanced studies in various other branches of anatomy may be undertaken during the students' free time. Prospective candidates for elective work should discuss their wants with the member of the staff in charge of the particular field in which work is requested because only a small number can be accommodated in each group. A few properly qualified students may be permitted to undertake original research under the direction of various members of the staff.

Biochemistry

The *required* course in general biochemistry for first year students in medicine and for properly qualified graduate students in other departments of the university is given during the winter quarter. Three lectures and four laboratory periods of three hours each per week for eleven weeks present a general outline of the subject, to be supplemented by systematic reading. At least once a week the students meet in small groups with instructors for conferences and discussion of the laboratory work.

Electives in pathological chemistry, blood analysis, the chemistry of nutrition, selected methods of biochemical research, and the organic chemistry of proteins and carbohydrates will be offered to groups of qualified students in the autumn, spring, and summer quarters. Details will be posted on the bulletin board. The facilities of the department of biochemistry, including various types of research equipment, and of the clinical material of the blood chemistry laboratory are available for independent or supervised investigations.

Physiology and Pharmacology

The *required* courses consist of (a) a lecture course in physiology in the winter quarter, (b) a lecture course in pharmacology in the spring quarter, and (c) a laboratory course covering both physiology and pharmacology in the spring quar-

ter. The student is expected to acquire his knowledge of these subjects chiefly by his own reading for which the lectures will serve as introduction and guide, and the laboratory course as illustration. Informal conferences with small groups held during the laboratory hours are intended to aid the students in the solution of problems arising both in their reading and in the laboratory, and together with informal tests to serve as a check on their work.

Elective courses, both lecture and laboratory, held during the spring and summer quarters, will cover more thoroughly particular aspects of physiology and pharmacology. Some of these will be open to all students of any year; but it will be necessary to limit others to small numbers of selected students. Details will be posted on the bulletin board.

Pathology

The *required* course in general pathology for second year students is given in the autumn quarter. The class is divided into small groups, one instructor being assigned to each group. For the purpose of teaching the gross pathological alterations of tissue, the museum material, which consists of complete cases preserved as separate units, has been classified into well recognized groups, such as obstructions, diseases due to animal parasites, tumors, etc., each group of material being placed in a separate laboratory. The various student groups are rotated through these rooms. The microscopic aspects of pathological processes are studied by the students at the same time the gross pathological features of the disease are being considered. Physiological, chemical, and bacteriological phases of the various disease processes are at the same time presented to the student by constant reference to the autopsy protocols and clinical studies of the cases which are under study in the groups. No formal course of lectures is given. Special lectures on general subjects which have wide application may be given from time to time to the whole class. Attendance at autopsies is required of the students of the second year, the class being divided into small groups which are called in turn. The group members are required to follow the complete studies of the cases which they see and when such studies are completed they must present the case in conference before the entire class.

Elective courses in pathology are available for a limited number of students who have completed the course in general pathology. These courses are given in the winter quarter. Research facilities are provided in the department for students who are trained sufficiently to undertake such studies.

On Wednesdays at 5 p.m., clinical pathological conferences are held in coöperation with the staffs of the clinical departments. Members of the medical profession and medical students are invited.

Medicine

Bacteriology and serology are taught to first year students during the winter quarter. Elective courses are also available in these subjects. Details will be posted on the bulletin board.

Introductory medicine for second year students during the winter quarter consists of normal physical diagnosis, the study of clinical microscopy, and a series of clinics designed to introduce the student to gross changes due to disturbances of circulation, respiration, and metabolism.

During the autumn, winter, and spring quarters there are held for junior and senior students: on Mondays, Wednesdays, and Saturdays, at 11:30 a.m., clinics in general medicine, in which the usually prevalent diseases are discussed; and on Thursdays at 10:30 a.m. X-ray conferences. The *junior* students are divided into three groups and each devote one quarter to combined clinical assistantships on the wards and in the public dispensary, and to the study of clinical microscopy and physical diagnosis. During the specialties quarter, the junior students spend Thursday afternoons for five and one-half weeks in the syphilis clinic. The *senior* students are also divided into three groups, each of which spends one quarter of ward and dispensary work in the general and special medical clinics. Introductory medicine is a prerequisite for junior medicine and the latter is a prerequisite for senior medicine.

Surgery

General surgery. In the winter quarter the second year students attend a number of clinics arranged to familiarize them with the technique of examinations and the diagnostic procedures used in general surgery and the surgical specialties. These are largely demonstrational, and emphasis is placed on the more practical and commonly used methods.

During the autumn, winter, and spring quarters, at 11:30 a.m., on Tuesdays and Fridays and at 9 a.m. on Saturdays, clinics in surgery and the surgical specialties are held for junior and senior students. The junior and senior students are divided into three groups, and each junior and senior group spends one quarter in attending ward rounds at 8:30 a.m., working on the wards in the mornings and in the public dispensary in the afternoons.

For two afternoons each week there is an *elective* course in operative surgery in the experimental laboratory. The number of students in this course is limited and priority is given to those in the surgical quarter. They are divided into operating teams and take turns serving as operator, first assistant, and anesthetist. The purpose of this course is to teach the basic principles of aseptic surgery as well as anesthesia. Incidentally, the student performs a number of operations illustrating different types of surgery, the operative procedures being of gradually increasing difficulty.

Ophthalmological division. During the specialties quarter the junior students are assigned to the ophthalmological clinic on Thursday afternoons for five and one-half weeks and assist in the study and treatment of eye diseases. Especial emphasis is placed on the underlying medical and surgical conditions. Each student follows throughout his time in the clinic all cases assigned to him. For those who manifest an unusual interest in this specialty, provision will be made for more advanced work.

Orthopedic division. During their surgical quarter, the junior and senior students attend ward-rounds on Tuesdays at 8:30 a.m. The junior specialty group spends Monday and Wednesday afternoons in the public dispensary for five and one-half weeks and visits the orthopedic clinic at Goldsboro once a month. Junior students are given clinics and lectures on fractures in the spring quarter. An *elective* course for senior students in orthopedic pathology is offered for one hour per week during the autumn quarter.

Oto-laryngological division. An introductory course of instruction in the use of oto-laryngological instruments is given for second year students in the winter quarter. Junior students during their elective quarter spend Monday and Thursday after-

noons in the oto-laryngological clinic for five and one-half weeks. An *elective* course on the anatomy, physiology, and diseases of the ear, nose, and throat is also given.

Urological division. Junior and senior students in their surgical quarter on Thursdays at 8:30 a.m. have ward-rounds dealing with the affections of the male and female urinary tracts and of the male genital tract. Junior students spend Tuesday and Friday afternoons for five and one-half weeks in the urological clinic. An *elective* course will also be arranged for those especially interested in the more technical methods of urological diagnosis and in the practice and treatment of these patients.

Dentistry. In order to familiarize the students with the more common diseases of the teeth and gums, particularly in their relationship to general medical and surgical diseases, provision is made for those who are interested to attend the dental clinic. The various lesions are demonstrated, the bearing on systemic disease discussed, and treatment carried out.

Obstetrics and Gynecology

Clinics and demonstrations for junior and senior students are held on Saturdays at 10:00 a.m. during the autumn, winter, and spring quarters, and on Thursdays at 11:30 a.m. during the autumn and winter quarters. During the quarter of the junior year assigned to the specialties, each group of students attends ward-rounds at 9:30 a.m. daily for eleven weeks and the public dispensary on Mondays, Wednesdays, and Fridays for five and one-half weeks. The students also spend part of each day on the wards.

Elective courses in the diagnosis and treatment of obstetrical and gynecological conditions are offered. Details will be posted on the bulletin board.

Pediatrics

During the quarter of the junior year assigned to the specialties, the student group is divided into two sub-groups. Each of these attend pediatric ward-rounds at 8:30 a.m. daily for eleven weeks and the pediatric dispensary at 1:30 p.m. on Mondays, Wednesdays, and Fridays for five and one-half weeks. The students also spend part of each day on the pediatric ward.

Elective courses are offered in infant feeding and in the diagnosis and treatment of disease in infants and children. Details will be posted on the bulletin board.

Preventive Medicine and Public Health

Clinics, lectures, and demonstrations are held at 11:30 a.m. on Thursdays during the spring quarter.

CURRICULUM OF THE SCHOOL OF MEDICINE

A year of a student's life can be saved so that it can be applied to postgraduate interne training by condensing the usual four medical school years of thirty-three weeks each into three years of forty-four weeks each. Four terms of eleven weeks are given each year, commencing October first, with vacations of one week in December, March, and June, and of one month in September, and the certificate of M.D. is granted after the satisfactory completion of twelve terms. These may be taken consecutively (graduation in three calendar years), or, if a student prefers, three terms may be taken each year (graduation in four calendar years). Such a curriculum will affect in no way the courses at any other medical school. If students who have received their first two years of training at other medical schools wish to spend their clinical years at the Duke University School of Medicine, they are eligible in June or October for the seventh term, which corresponds to the beginning of the usual junior class.

The advantages of this continuous curriculum to the medical student are obvious. He will be one year younger at graduation and will have an additional year for hospital or other training; he will be better prepared, for he will not have lost a fortnight or a month in October of each year getting back into the intellectual stride which had been his in the preceding June, and he will see the clinical material peculiar to the summer months. The total of eight weeks of vacation, which every student has under the four-quarter system should be sufficient for anyone. However, if any student prefers to study four calendar years of thirty-three weeks each, he can do so under this flexible curriculum. A certain number of students, either through illness or through financial difficulties, probably will be absent one or more quarters, but under this curriculum they can take up their

work at the beginning of the next quarter for which their previous training has fitted them, and not lose a whole year as is usually necessary. This irregularity is in itself an advantage, for it will reduce the usual rigid lock-step succession of studies.

Approximately one-half of the time in this curriculum is free for elective work or anything else which the student wishes to do. No credits are given for specific courses during this free time. The opportunity is merely provided for each student, on his own initiative, to obtain the additional training which he may feel to be necessary or desirable. In the first year, the greatest amount of free time is concentrated in the latter part of the year in order to give the student a more varied curriculum early in his course and thus enable him to choose elective courses from a wider range of subjects. The summer quarters of the first and third years have been left entirely free in the hope that many of the students will migrate to other medical schools in this country or abroad for elective work, a practice which is encouraged. The establishment of the four-quarter system at Chicago, Northwestern, Minnesota, and other universities has aided greatly this exchange of students. For students who do not attend the summer quarters, the spring quarters of the second and fourth years are free for the same purpose. The students who do not transfer temporarily to other medical schools may utilize their free time in elective courses in pre-clinical and clinical departments, may pursue independent work in any subject, or may do research work. The elective courses have been organized for small groups and will be repeated if necessary in one or more quarters.

**CURRICULUM OF FOUR QUARTERS OF ELEVEN WEEKS
(429 HOURS) EACH**

(The details of courses will be posted on the bulletin board)

FIRST YEAR

AUTUMN QUARTER (1st) :

October 4 to December 23, 1932; October 3 to December 23, 1933; October 2 to December 22, 1934; October 1 to December 21, 1935.

Anatomy (including histology and neuro-anatomy)	429 Hours
Free time	0 Hours

WINTER QUARTER (2nd) :

January 4 to March 19, 1932; January 2 to March 18, 1933;
January 2 to March 17, 1934; January 2 to March 16, 1935.

Physiology	33 Hours
Biochemistry	176 Hours
Bacteriology	110 Hours
Free time	110 Hours

SPRING QUARTER (3rd) :

March 28 to June 11, 1932; March 27 to June 10, 1933; March
26 to June 9, 1934; March 25 to June 8, 1935.

Physiology and Pharmacology	231 Hours
Free time	198 Hours

SUMMER QUARTER (4th) :

June 20 to September 3, 1932; June 19 to September 2, 1933;
June 18 to September 1, 1934; June 17 to August 31, 1935.

Free time	429 Hours
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SECOND YEAR

AUTUMN QUARTER (5th) :

October 4 to December 23, 1932; October 3 to December 23,
1933; October 2 to December 22, 1934; October 1 to December
21, 1935.

Pathology	288 Hours
Free time	141 Hours

WINTER QUARTER (6th) :

January 4 to March 19, 1932; January 2 to March 18, 1933;
January 2 to March 17, 1934; January 2 to March 16, 1935.

Clinical microscopy	78 Hours
Physical diagnosis	99 Hours
Preclinical examinations	39 Hours
Free time	213 Hours

SPRING QUARTER (7th) :* :

March 28 to June 11, 1932; March 27 to June 10, 1933; March
26 to June 9, 1934; March 25 to June 8, 1935.

Medicine (junior)	308 Hours
Free time	121 Hours

SUMMER QUARTER (8th) :* :

June 20 to September 3, 1932; June 19 to September 2, 1933;
June 18 to September 1, 1934; June 17 to August 31, 1935.

Surgery (junior)	308 Hours
Free time	121 Hours

THIRD YEAR

AUTUMN QUARTER (9th)*:

October 4 to December 23, 1932; October 3 to December 23, 1933; October 2 to December 22, 1934; October 1 to December 21, 1935.

Specialties (junior)	308 Hours
Free time	121 Hours

WINTER QUARTER (10th):*

January 4 to March 19, 1932; January 2 to March 18, 1933;
January 2 to March 17, 1934; January 2 to March 16, 1935.

Medicine (senior)	308 Hours
Free time	121 Hours

SPRING QUARTER (11th):*

March 28 to June 11, 1932; March 27 to June 10, 1933; March 26 to June 9, 1934; March 25 to June 8, 1935.

Surgery (senior)	308 Hours
Free time	121 Hours

SUMMER QUARTER (12th):*

June 20 to September 3, 1932; June 19 to September 2, 1933;
June 18 to September 1, 1934; June 17 to August 31, 1935.

Final clinical examination	39 Hours
Free time	390 Hours

SUMMARY

Total number of hours required instruction, 60%.....	3062
Total number of hours of free time, 40%.....	2086
Total number of hours in curriculum, 100%.....	5148

**CHANGES FROM THE FOUR-QUARTER SCHEDULE NECESSARY FOR
STUDENTS WHO DO NOT ATTEND THE SUMMER QUARTERS**

FIRST YEAR:

Autumn quarter (1st)—No change from schedule.
Winter quarter (2nd)—No change from schedule.
Spring quarter (3rd)—No change from schedule.

SECOND YEAR:

Autumn quarter (4th)—Same as fifth quarter in schedule.
Winter quarter (5th)—Same as sixth quarter in schedule except that the preclinical examinations are postponed to the spring quarter and the amount of free time increased correspondingly to 252 hours.

Spring quarter (6th)—Same as fourth quarter except that the preclinical examinations are held and the amount of free time correspondingly decreased to 390 hours.

JUNIOR YEAR :

Autumn quarter (7th)—Same as seventh quarter in schedule.*

Winter quarter (8th)—Same as eighth quarter in schedule.*

Spring quarter (9th)—Same as ninth quarter in schedule.*

SENIOR YEAR :

Autumn quarter (10th)—Same as tenth quarter in schedule.*

Winter quarter (11th)—Same as eleventh quarter in schedule.*

Spring quarter (12th)—Same as twelfth quarter in schedule.*

SCHEDULE OF INSTRUCTION

(The details of courses will be posted on the bulletin board)

In the clinical years the required instruction in medicine, surgery, obstetrics, gynecology, pediatrics, and other specialties is offered in each of the four quarters. Students may elect the quarters in which they study these subjects, but not more than twenty-five students will be enrolled in surgery or medicine in any one quarter; the names will be accepted in order of application. The above schedule illustrates merely the program for one group. For elective courses, students are referred to the bulletin board.

During the quarter devoted to the specialties, the student group is divided into two sub-groups, each of which in rotation spends approximately five and one-half weeks in the following specialties: allergy, syphilis, obstetrics, gynecology, pediatrics, urology, orthopedics, ophthalmology, oto-laryngology, and dentistry.

During the autumn, winter, and spring quarters, the following systematic lectures, clinics, or demonstrations, are given daily at 11:30 a.m., to 12:30 p.m.: medicine and medical specialties, Mondays, Wednesdays, and Saturdays (3 quarters); surgery and surgical specialties, Tuesdays and Fridays (3 quarters); obstetrics and gynecology, Thursdays (autumn and winter quarters); preventive medicine and public health,

*The clinical instruction is repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth and ninth quarters; and also the order of the tenth, eleventh and twelfth quarters. The above schedule illustrates merely the program for one group.

Thursdays (spring quarter). Every Saturday, clinics and demonstrations are held in surgery (at 9 a.m.), obstetrics and gynecology (at 10 a.m.) and medicine (at 11:30 a.m.). On Wednesdays at 5 p.m., clinical-pathological conferences are given. Staff ward-rounds in medicine are held on Thursdays at 9:30 a.m.

Visiting physicians are welcomed at all these and other clinics, lectures, demonstrations, and operations.

FEES AND EXPENSES

All fees for each quarter are due and payable at the beginning of each quarter; no student will be admitted to classes until these fees have been paid at the university treasurer's office.

Fees and Expenses

Tuition, per quarter	\$150
Room rent, per quarter*	50
Board, per quarter*	75
Laundry, per quarter	10 to \$ 20
Books, per quarter	25 to 50
Microscope; at matriculation each student must purchase a modern microscope, preferably through the university ...	102 to 173
Athletic fee (optional), admitting students to all athletic contests held on the university grounds, per year	10

Estimated total expenses per quarter (exclusive of clothes, microscope, damage, and athletic fees, and the fees of \$25 and \$20 for Parts I and II respectively of the National Board of Medical Examiners; students may study three of four quarters per year)**\$312 to \$347

ANGIER B. DUKE MEMORIAL AND OTHER LOAN FUNDS

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the university a loan fund for students. In addition, the university administers other endowed loan funds for the benefit of students who are not able financially to meet their expenses. Medical students, after their third quarter, are eligible for loans from these sources. No scholarships are awarded in the School of Medicine. The loan funds are administered in accordance with the following regulations:

1. No loan shall be made to a student who violates any of the regulations of the university or whose classwork is not satisfactory to the executive committee.

* Some of the medical students may obtain rooms in the Duke Hospital; the others in the university dormitories. Meals may be had at the Union on the campus. All rooms are provided with furniture, heat, water, electric light, and care of rooms; each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows.

** Medical students, after their third quarter, are eligible for loans from the Angier B. Duke Memorial and other loan funds.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged not later than one week after the beginning of a quarter.

3. Every applicant for a loan must present with the application such security as the president of the university may approve, and no money shall be advanced before a note with approved security is in the hands of the treasurer of the university.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition and room-rent.

5. Interest at the rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.

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LIST OF SCHOOL OF MEDICINE STUDENTS

FIRST YEAR STUDENTS

<i>Name and Preparation</i>	<i>Home Address</i>	<i>University Address</i>
J. Sam Baker.....	Huntington Park, Calif.	Duke University, University of Southern California. House CC.
Earl Winfrey Brian.....	Camden, Ark.....1815 W. Pettigrew St., Duke University.	Durham, N. C.
Arthur Raymond E. Buirge....	Mason City, Iowa.....	Powe Apt., Durham, N. C.
<i>Drake University;</i> Duke University.		
Milton Carpenter Cobey.....	Frostburg, Md.....	Duke University, Amherst College. House E.
Maurie Bertram Cree.....	Beaufort, N. C.....	Duke University, Wake Forest College. House E.
John William Devine, Jr.....	Lynchburg, Va.....	Duke University, Washington and Lee University. House CC.
Ruth Carolyn Ellis.....	Lansing, Mich.....	Duke University, University of Michigan. Womans College, Bassett 108
Raymond L. Evans.....	Edenton, N. C.....	Duke University, Wake Forest College. House O
Alvis Dare Finch.....	Detroit, Mich.....	Duke University, Rutherford College; House CC. Duke University.
Charles Edmond Fitzgerald....	Wilson, N. C.....	Duke University, Wake Forest College; House P. Duke University.
John Dean Fitzgerald.....	Linwood, N. C.....	Duke University, Duke University. House P.
John Stewart Forbes, Jr.....	Newark, N. J.....	Duke University, Duke University. House P.
James Francis Fulp.....	Kernersville, N. C....	Duke University, Vanderbilt University; House Y Duke University.
Ben Henslee Fuqua.....	Palmetto, Fla.....	Duke University, University of Florida. House DD.
Cole D. Genge.....	Green Lake, Wis.....	Duke University, Ripon College; House P. Stanford University.
Abner Gorfain.....	Flushing, L. I., N. Y...	Duke University, New York University; House P. University of North Carolina.
Robert Albert Hare.....	Englewood, N. J.....	Duke Hospital
William Revill Hicks.....	Yonkers, N. Y.....	Duke University, Kenyon College; House K. St. Andrew's University, Scotland; Columbia University.
George Wallace Holmes.....	Jamaica, N. Y.....	Duke University, Duke University. House CC.
Harry Meyer Holtz.....	Newark, N. J.....	Southgate Hall, Ohio State Univ.; East Campus Columbia Univ.; Duke University.
Raymond Taylor Jenkins.....	Kinston, N. C.....	Duke University, University of North Carolina. House P.

<i>Name and Preparation</i>	<i>Home Address</i>	<i>University Address</i>
Austin Louis Joyner..... <i>Millsaps College;</i> <i>Tulane University.</i>	New Orleans, La.....	Duke University, House CC.
Beverley R. Kennon, III..... <i>University of Virginia;</i> <i>College of William & Mary.</i>	Norfolk, Va.....	Duke University, House CC.
Charles Edward Leach..... <i>Johns Hopkins University;</i> <i>Duke University.</i>	Baltimore, Md.....	Duke University, House A.
David Washington Lester..... <i>University of Wichita.</i>	Wichita, Kan.....	Duke University, House E.
Helen Elizabeth Mackler..... <i>University of California.</i>	Berkley, Cal.....	1114 8th St., Durham, N. C.
George Kemp Massengill, Jr..... <i>Duke University.</i>	Raleigh, N. C.....	202 S. Dillard St., Durham, N. C.
Bernyrd Carlisle McLawhorn..... <i>Furman University.</i>	Greenville, S. C.....	Duke University, House O.
Harry Theodore Mesh..... <i>Duke University.</i>	New York, N. Y.....	Duke University, House D.
Ben Neely Miller..... <i>Duke University.</i>	Hickory Grove, N. C...	Duke University, House A.
Robert McGee Mullen, II..... <i>University of Pittsburgh.</i>	Windber, Pa.....	Duke Hospital,
Henry Stokes Munroe, Jr..... <i>Davidson College.</i>	Charlotte, N. C.....	Duke University, House O.
Arthur Neumaier..... <i>Columbia University.</i>	Berlin-Wilmersdorf, Germany	Duke Hospital
Walter Novotny..... <i>New York University.</i>	New York, N. Y.....	Duke University, House E.
Carlton Lee Ould..... <i>Roanoke College;</i> <i>Duke University.</i>	Roanoke, Va.....	Duke University, House EE.
Henry Blumer Owen..... <i>Emory University;</i> <i>Tulane University.</i>	Key West, Fla.....	Duke University, House P.
Francis Leroy Owens..... <i>University of Pittsburgh.</i>	Cresson, Pa.....	Duke University, House O.
Daniel Jack Pachman..... <i>New York University;</i> <i>University of North Carolina.</i>	Brooklyn, N. Y.....	Duke University, House P.
Kash Stanley Peters..... <i>University of Pittsburgh.</i>	Nanticoke, Pa.....	Duke University, House E.
John Fairman Preston, Jr..... <i>Davidson College.</i>	Soonchun, Korea, Asia..	Duke University, House E.
Robert Harry Pudenz..... <i>University of Dayton.</i>	Cincinnati, Ohio.....	Duke University, House CC.
Richard Zimri Query, Jr..... <i>Davidson College;</i> <i>University of North Carolina.</i>	Charlotte, N. C.....	Duke University, House O.
Raymond H. Ralston..... <i>State Teachers College;</i> <i>Geneva College.</i>	Keisters, Pa.....	Duke University, House O.
Edith Randolph..... <i>Meredith College;</i> <i>N. C. State College.</i>	Raleigh, N. C.....	Duke Campus

<i>Name and Preparation</i>	<i>Home Address</i>	<i>University Address</i>
Frank Hurd Robinson, Jr..... <i>University of Michigan.</i>	Hornell, N. Y.....	Duke University, House B.
Edwin Macrae Rucker..... <i>Randolph-Macon College.</i>	Richmond, Va.....	Duke University, House CC.
Louis John Saxe..... <i>John Carroll University; Duke University.</i>	Durham, N. C.....	817 Second St., Durham, N. C.
Eugene Nestor Scadron..... <i>Dartmouth College; Yale University.</i>	New York, N. Y.....	Duke University, House CC.
Ralph Ernest Schmidt..... <i>University of Pittsburgh.</i>	Wesleyville, Pa.....	Duke University, House DD.
Sylvan Strong Scholpp..... <i>Yale University; University of Chicago.</i>	Hutchinson, Minn.....	Duke University, House CC.
Walter Eugene Sharp, Jr..... <i>Duke University.</i>	Burlington, N. C.....	Duke University, House Q.
Irving Michael Siegel..... <i>Lehigh University.</i>	New York, N. Y.....	Duke University, House O.
John Goodrich Smith..... <i>University of North Carolina.</i>	Scotland Neck, N. C...	Duke University, House O.
Glenn Emory Stayer..... <i>University of Pittsburgh; Columbia University.</i>	Tampa, Fla.....	Duke University, House O.
Robert Boyd Stith, Jr..... <i>Duke University.</i>	Mullins, S. C.....	Duke University, House O.
Abraham Jack Tannenbaum... <i>Ohio State University; Duke University.</i>	Paterson, N. J.....	Southgate Hall, East Campus
Wray Joseph Tomlinson..... <i>Washington College.</i>	Georgetown, Md.....	Duke University, House DD.
Woodrow Wilson Tyson..... <i>Duke University.</i>	Mebane, N. C.....	Duke University, House Q.
Hudson Raymond Vunk..... <i>College of Charleston.</i>	Sumter, S. C.....	Duke University, House CC.
Thomas W. Wesson..... <i>University of Mississippi.</i>	Saltillo, Miss.....	Duke University, House O.
Watson Wharton, III..... <i>Davidson College; University of North Carolina.</i>	Smithfield, N. C.....	Duke University, House P.
Millard Brown White..... <i>University of Florida; Duke University.</i>	Bradenton, Fla.....	Duke University, House E.
William Joseph Wirth..... <i>Lafayette College.</i>	Allentown, Pa.....	Duke University, House O.

SECOND YEAR STUDENTS

Lenox Dial Baker..... <i>University of Tennessee; University of North Carolina.</i>	Texarkana, Texas.....	Duke Gymnasium
Theodore Nelson Barnum..... <i>University of Michigan; Michigan State College.</i>	Lansing, Mich.....	7 Glenn Apts., Durham, N. C.

<i>Name and Preparation</i>	<i>Home Address</i>	<i>University Address</i>
Berget Henri Blocksom, Jr.... <i>Indiana University;</i> <i>University of Michigan.</i>	Michigan City, Ind....	512 Milton Ave., Durham, N. C.
Oren Douglas Boyce..... <i>University of North Carolina.</i>	Polkton, N. C.....	Duke Hospital
Jacob Hal Bridges..... <i>Wake Forest College;</i> <i>Duke University.</i>	Lattimore, N. C.....	Duke Hospital
Ernest Bruce Brooks..... <i>Duke University.</i>	Durham, N. C.....	507 Watts St., Durham, N. C.
John C. Burwell, Jr..... <i>Duke University;</i> <i>Harvard University.</i>	Warrenton, N. C.....	Duke Hospital
James Henderson Cherry..... <i>Mars Hill College.</i>	Asheville, N. C.....	Duke Hospital
Benjamin George Dinin..... <i>New York University;</i> <i>University of Alabama.</i>	Brooklyn, N. Y.....	Duke Hospital
Eleanor Beamer Easley..... <i>University of Idaho;</i> <i>University of Iowa;</i> <i>George Peabody College;</i> <i>Vanderbilt University.</i>	Durham, N. C.....	921 Markham Ave., Durham, N. C.
William Dempsey Farmer..... <i>Duke University.</i>	Bailey, N. C.....	Duke University, House B.
William Nicholas Fortescue... <i>Duke University.</i>	Scranton, N. C...1515 W.	Pettigrew St., Durham, N. C.
William Penn Frazer..... <i>Richmond College.</i>	Orange, Va.....	Duke Hospital
Gustave Freeman..... <i>University of Georgia;</i> <i>Brown University;</i> <i>Columbia University.</i>	Athens, Ga.....	Duke Hospital
Peter Harold Gatte..... <i>Ohio University.</i>	Youngstown, Ohio.....	Duke Hospital
Richard Hobart Godwin..... <i>New York University;</i> <i>Duke University;</i> <i>University of Illinois.</i>	Brooklyn, N. Y.....	Duke University, House O.
Robert Williams Graves..... <i>Davidson College;</i> <i>Princeton University.</i>	Rome, Ga.....	512 Milton Ave., Durham, N. C.
Jay Leonard Hutchison..... <i>Marshall College.</i>	Huntington, W. Va.....	Duke Hospital
Everette Osbourne Jeffreys.... <i>West Virginia University.</i>	Morgantown, W. Va. 611 W.	Chapel Hill St., Durham, N. C.
Clarence Porter Jones, Jr..... <i>College of William & Mary.</i>	Newport News, Va....	Duke University, House D.
Julia Mary Jones..... <i>Dennison University;</i> <i>Ohio State University.</i>	Dayton, O.....	Duke Hospital
Rayburn Nelson Joyner..... <i>Wake Forest College.</i>	Canton, N. C.....	Duke Hospital

<i>Name and Preparation</i>	<i>Home Address</i>	<i>University Address</i>
Theodore Roosevelt Keith..... <i>University of North Carolina.</i>	Currie, N. C.....	Duke Hospital
George Kenneth Mahl..... <i>Ohio State University; Duke University.</i>	Ironton, O.....	Duke Hospital
Samuel J. Margolin..... <i>Duke University.</i>	Brooklyn, N. Y.....	Duke Hospital
Robert Lindsay McMillan..... <i>Davidson College; University of North Carolina.</i>	Charlotte, N. C.....	Duke Hospital
Robert Felton Mikell..... <i>John B. Stetson University; University of Georgia.</i>	Deland, Fla.....	Duke Hospital
Donald William Mitchell..... <i>Georgetown University.</i>	Stamford, Conn.....	Duke University, House P.
Reginald Henry Mitchell..... <i>Georgetown University; George Washington University.</i>	Stamford, Conn.....	Duke University, House P.
Edward Frost Parker, Jr..... <i>University of South Carolina.</i>	Charleston, S. C.....	512 Milton Ave., Durham, N. C.
Louie Pillemer..... <i>Ohio State University; Marshall College.</i>	Ashland, Ky.....	Duke Hospital
Marion Timothy Plyler, Jr.... <i>North Carolina State College; Duke University.</i>	Durham, N. C.....	1415 Gregson St., Durham, N. C.
Paul Gerhard Reque..... <i>Duke University.</i>	Brooklyn, N. Y.....	Duke Hospital
Benjamin Franklin Ricks..... <i>Wake Forest College.</i>	Conway, N. C.....	Duke Hospital
Louis Carroll Roberts..... <i>Davidson College.</i>	Shelby, N. C.....	Duke Hospital
Nathan Ruby..... <i>New York University; University of Virginia.</i>	Newark, N. J.....	Duke Hospital
John Ellsbury Snyder..... <i>Marshall College.</i>	Ironton, O.....	Duke University, House P.
Bennette E. Stephenson, Jr.... <i>Duke University.</i>	Weldon, N. C.....	Duke Hospital
Benjamin A. Strickland, Jr.... <i>Mars Hill College; Wake Forest College.</i>	Whitakers, N. C.....	507 Watts St., Durham, N. C.
Waller Littlepage Taylor, Jr... <i>Duke University.</i>	Stovall, N. C.....	1515 W. Pettigrew St., Durham, N. C.
Cecilia Young Willard..... <i>Flora Macdonald College; University of Virginia; Lenoir-Rhyne College.</i>	Hickory, N. C.....	Duke University, Womans College, Dorm. 4
Jarrett Earl Williams..... <i>Emory & Henry College.</i>	Alvin, Texas.....	Duke Hospital
James Raymond Wilson..... <i>University of Alabama; Harvard College.</i>	North Adams, Mass.....	Duke Hospital
Charles Terry Wood..... <i>Furman University; University of Michigan.</i>	Newport News, Va.....	Duke Hospital

JUNIOR STUDENTS

<i>Name and Preparation</i>	<i>Home Address</i>	<i>University Address</i>
Gerald Lyon Ackerman..... <i>Washington & Jefferson College; medical student, West Virginia University, 1929-1931.</i>	Saginaw, Mich.....	Duke University, House P.
Jasper Lamar Callaway..... <i>University of Alabama; medical student, ibid., 1929-1931.</i>	Clanton, Ala.....	Duke University, House O.
Martin Edward Conti..... <i>West Virginia University; medical student, ibid., 1929-1931.</i>	Youngstown, Ohio.....	Duke Hospital
William Howard Darden..... <i>University of Alabama; medical student, ibid., 1929-1931.</i>	Northport, Ala.....	Duke University, House O.
Grant Lester Donnelly..... <i>Duke University; University of Chicago; medical student, Univer- sity of North Carolina, 1927-1930.</i>	Chapel Hill, N. C.....	Chapel Hill, N. C.
Raymond J. Duffy..... <i>University of Pittsburgh; medical student, West Virginia University, 1929-1931.</i>	Wheeling, West Va.....	Duke Hospital
Jerome Gaskel..... <i>West Virginia University; medical student, ibid., 1929-1931.</i>	Williamston, W. Va....	Duke University, House CC.
Charles Houston Gay..... <i>Duke University; medical student, University of North Carolina, 1929-1931.</i>	Charlotte, N. C.....	Duke University, House O.
Walter Thalman Hasler, Jr.... <i>Brigham Young University; medical student, University of Utah, 1929-1931.</i>	Provo, Utah.....	Duke Hospital
Edna V. Myers Jeffreys..... <i>Broaddus College; medical student, Detroit College of Medicine & Surgery, 1929-1931.</i>	Philippi, W. Va., 611 W. Chapel Hill St.,	Durham, N. C.
Charles Mattox Kendrick..... <i>Duke University; medical student, University of North Carolina, 1929-1931.</i>	Fallston, N. C.....	819 Third St., Durham, N. C.
Orrin Frank Kleckner..... <i>University of Buffalo; Duke University; medical student, Vanderbilt University, 1929-1931.</i>	Buffalo, N. Y.....	819 Third St., Durham, N. C.
Gerald C. Lewis..... <i>Berea College; Carson-Newman College; medical student, University of Tennessee, 1929-1931.</i>	Sloans Valley, Ky.....	Duke University, House P.
Durward Lee Lovell..... <i>Birmingham Southern College; medical student, University of Alabama, 1929-1931.</i>	Eden, Ala.....	Duke University
Charles Francis Montgomery... <i>Drury College; University of Missouri; medical student, ibid., 1929-1931.</i>	California, Pa.....	Duke Hospital

<i>Name and Preparation</i>	<i>Home Address</i>	<i>University Address</i>
John Ralston Pate..... <i>University of South Carolina; medical student, Washington University, 1929-1931.</i>	Scranton, S. C.....	Duke Hospital
Talmage Lee Peele..... <i>Duke University; medical student, Vanderbilt University, 1929-1931.</i>	Raleigh, N. C.....	Duke University, House CC.
Kenneth Brown Rothey..... <i>University of Pittsburgh; medical student, West Virginia University, 1929-1931.</i>	Lock No. 3, Penna.....	Duke University,
William Julian Weatherford.... <i>University of Alabama; medical student, ibid., 1929-1931.</i>	Uriah, Ala.....	Duke University, House O.

SENIOR STUDENTS

Carlton N. Adams..... <i>Wake Forest College; medical student, ibid., 1928-1930.</i>	Wilson's Mills, N. C.....	Duke Hospital
Lacy Allen Andrew, Jr..... <i>University of North Carolina; medical student, ibid., 1928-1930.</i>	Greensboro, N. C.....	Duke Hospital
Jay Morris Arena..... <i>West Virginia University; medical student, ibid., 1928-1930.</i>	Clarksburg, W. Va.	Duke Hospital
John Valentine Blady..... <i>University of Wisconsin; medical student, ibid., 1926-1927, 1928-1929.</i>	Cudahy, Wis.....	819 Third St., Durham, N. C.
Ned Ornell Bowman..... <i>University of North Carolina; medical student, ibid., 1928-1930.</i>	Berea, Ky.....	2100 Club Blvd., Durham, N. C.
Bennie Booker Dalton..... <i>University of North Carolina; medical student, ibid., 1928-1930.</i>	Red Springs, N. C.....	Duke Hospital
Rudolph John Depner..... <i>Rhode Island State College; University of Missouri; medical student, ibid., 1928-1930.</i>	Woonsocket, R. I.....	819 Third St., Durham, N. C.
Elbert Newton DuPuy..... <i>University of West Virginia; medical student, ibid., 1928-1930.</i>	Beckley, W. Va.....	512 Milton Ave., Durham, N. C.
William Lorenz Haltom..... <i>Hendrix College; University of Alabama; medical student, ibid., 1928-1930.</i>	Jonesboro, Ark.....	Duke Hospital
George W. Heinitsh..... <i>University of North Carolina; medical student, ibid., 1928-1930.</i>	Spartanburg, S. C.....	Duke Hospital
George William Joyner..... <i>Wake Forest College; medical student, ibid., 1928-1930.</i>	Denniston, Va.....	Duke Hospital
John Fletcher Lovejoy..... <i>Emory University; medical student, University of Alabama, 1928-1930.</i>	Decatur, Ga.....	Duke Hospital
Ralph Richards Stevenson..... <i>University of Utah; medical student, ibid., 1928-1930.</i>	Salt Lake City, Utah.....	Duke Hospital

<i>Name and Preparation</i>	<i>Home Address</i>	<i>University Address</i>
Thaddeus Gilbert Upchurch....	Apex, N. C.....	Duke Hospital <i>University of North Carolina; medical student, ibid., 1928-1930.</i>
Elizabeth Noel Walker.....	Charlotte, N. C.....	Duke Hospital <i>Queens College; University of North Carolina; medical student, ibid., 1928-1930.</i>
Needham Edgar Ward, Jr.....	Chapel Hill, N. C.....	Duke Hospital <i>Wake Forest College; University of Texas; University of North Carolina; medical student, ibid., 1928-1930.</i>
Walter Raphael Wiley.....	Monroe, N. C...	Cor. University Drive & Cedar St., Durham, N. C. <i>Wake Forest College; medical student, ibid., 1928-1930.</i>
William Edgar Wilkinson.....	Ridgeville, N. C.....	Duke Hospital <i>Davidson College; medical student, University of North Carolina, 1928-1930.</i>

INSTITUTIONS AT WHICH THE MEDICAL STUDENTS WERE PREPARED

Alabama, University of.....	7	Hendrix College.....	1
Amherst College.....	1	Idaho, University of.....	1
Berea College.....	1	Illinois, University of.....	1
Birmingham Southern College.	1	Indiana, University of.....	1
Brigham Young University....	1	Iowa, University of.....	1
Broadus College.....	1	John B. Stetson University....	1
Brown University.....	1	John Carroll University.....	1
Buffalo, University of.....	1	Lafayette College.....	1
California, University of.....	1	Lehigh University.....	1
Carson Newman College.....	1	Marshall College.....	3
Charleston, College of.....	1	Mars Hill College.....	2
Chicago, University of.....	1	Meredith College.....	1
Columbia University.....	4	Michigan State College.....	1
Dartmouth College.....	1	Michigan, University of.....	4
Davidson College.....	9	Millsaps College.....	1
Dayton, University of.....	1	Mississippi, University of.....	1
Dennison University.....	1	Missouri, University of.....	3
Drake University.....	1	New York, College of the City of	1
Drury College.....	1	New York University.....	6
Duke University.....	37	North Carolina State College..	2
Emory & Henry College.....	1	North Carolina, University of..	18
Emory University.....	2	North Dakota, University of... 1	
Florida, University of.....	2	Ohio State University.....	6
Furman University.....	2	Ohio University.....	1
Geneva College.....	1	Pittsburgh, University of.....	7
George Peabody College	1	Princeton University.....	1
Georgetown University	2	Queens College.....	1
George Washington University .	1	Randolph-Macon College.....	1
Georgia, University of.....	2	Rhode Island State College....	1
Harvard College.....	2	Richmond College.....	1

Ripon College.....	1	Vanderbilt University.....	2
Roanoke College.....	1	Virginia, University of.....	2
Rutherford College.....	1	Wake Forest College.....	11
South Carolina, University of..	2	Washington College.....	1
Stanford University.....	1	Washington & Jefferson College	1
State Teachers College, Penna..	1	Washington & Lee University..	1
Syracuse University.....	1	West Virginia University.....	5
Tennessee, University of.....	1	Wichita, University of.....	1
Texas, University of.....	1	William & Mary, College of...	2
Tulane University.....	2	Wisconsin, University of.....	1
Utah, University of.....	1	Yale University.....	2

FORMER RESIDENT STAFF

Medicine

THOMAS P. MAGILL, A.B., M.D., *Interne*, July 1, 1930-June 30, 1931.

Surgery

RUTH G. GRIESEMER, A.B., M.D., *Interne*, September 25, 1930-June 30, 1931.

KERMIT PERKINS, A.B., M.D., *Interne*, April 1, 1930-June 30, 1931.

Pediatrics

JEAN D. CRAVEN, A.B., M.D., *Interne*, July 1, 1930-November 30, 1930; Assistant Resident, December 1, 1930-June 30, 1931.

GLENN E. HARRISON, M.D., *Resident*, July 1, 1931-November 30, 1931.

Obstetrics and Gynecology

RALPH McC. MUGRAGE, B.S., M.D., *Interne*, July 1, 1931-October 21, 1931.

SPECIAL STUDENTS

JULIAN BUSBY, *Medicine*, July 1 to September 30, 1930.

CHARLES A. GRAHAM, *Medicine*, June 1 to August 15, 1931.

THOMAS T. JONES, *Medicine*, May 30 to September 25, 1931.

JOHN G. RENNIE, *Obstetrics and Gynecology*, April 21 to August 1, 1931.

KEITT H. SMITH, *Obstetrics and Gynecology*, July 1 to August 31, 1930.

NEEDHAM E. WARD, JR., *Obstetrics and Gynecology*, July 1 to Sept. 30, 1930.

EDITH C. ROBINSON, *Pathology*, July 1 to September 30, 1930.

GEORGE F. BUSBY, *Surgery*, August 1 to September 30, 1930.

JOHN S. FOWLER, *Surgery*, July 23 to September 30, 1930.

FREDERICK M. REESE, *Surgery*, July 1 to August 31, 1930.

STATES IN WHICH THE MEDICAL STUDENTS WERE BORN

Alabama	4	Illinois	1
Arizona	1	Iowa	1
Arkansas	2	Kansas	2
Connecticut	2	Kentucky	2
Florida	1	Maryland	3
Georgia	3	Massachusetts	1
Idaho	1	Michigan	3

Mississippi	2	South Carolina	8
Missouri	2	Tennessee	2
New Jersey	2	Texas	4
New York	15	Utah	1
North Carolina	40	Virginia	9
Ohio	7	West Virginia	6
Pennsylvania	8	Wisconsin	2
Rhode Island	1		

Foreign Countries

Alsace	1	Mexico	1
Austria	1	Scotland	1
Korea	1	South Africa	1

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MARCH, 1932

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UNDERGRADUATE INSTRUCTION (Trinity College and the Woman's College)



1931-1932
ANNOUNCEMENTS FOR 1932-1933

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UNDER ACT OF AUGUST 24, 1912

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BULLETIN
OF
DUKE UNIVERSITY



UNDERGRADUATE INSTRUCTION
(Trinity College and the Woman's College)

1931-1932

ANNOUNCEMENTS FOR 1932-1933

DURHAM, NORTH CAROLINA
1932

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UNIVERSITY CALENDAR

1932

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|-------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June | 13. | Monday—Registration of students for Summer School, first term. |
| June | 14. | Tuesday—Instruction begins for Summer School, first term. |
| July | 4. | Monday—Independence Day—A holiday. |
| July | 21-22. | Thursday, Friday—Final Examinations for Summer School, first term. |
| July | 22. | Friday—Registration of students for Summer School, second term. |
| July | 23. | Saturday—Instruction begins for Summer School, second term. |
| Aug. | 30-31. | Tuesday, Wednesday—Final Examinations for Summer School, second term. |
| Sept. | 15. | Thursday, 9 A.M.—Dormitories open to freshmen. |
| Sept. | 15. | Thursday, 7 P.M.—Assembly for all entering freshmen. Freshman orientation program begins. |
| Sept. | 17. | Saturday, 4 P.M.—First regular faculty meeting of the academic year. |
| Sept. | 19. | Monday, 5 P.M.—First regular meeting of the Freshman Faculty. |
| Sept. | 20. | Tuesday—Freshman instruction begins. |
| Sept. | 20. | Tuesday—Registration and matriculation of new students with advanced standing. |
| Sept. | 21. | Wednesday, 9 A.M.—Formal opening of college. Registration of matriculated students. |
| Sept. | 22. | Thursday—Instruction for sophomores, juniors, and seniors begins. |
| Sept. 22, 23, 24. | | Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students. |
| Nov. | 11. | Friday—Armistice Day—Part holiday—Public exercises. |
| Nov. | 24. | Thursday—Thanksgiving Day—A holiday. |
| Dec. | 12. | Monday—Duke University Day—Not a holiday. |
| Dec. | 17. | Saturday, 1 P.M.—Christmas recess begins. |

1933

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|------|-----|---------------------------------------------------------|
| Jan. | 3. | Tuesday, 8:30 A.M.—Instruction is resumed. |
| Jan. | 21. | Saturday—Mid-year examinations begin. |
| Jan. | 31. | Tuesday—Last day for matriculation for second semester. |

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|-------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Feb. | 1. | Wednesday—Second semester begins. |
| Feb. | 1. | Wednesday—Last day for submitting subjects for graduating orations. |
| Feb. | 22. | Wednesday—A holiday—Civic celebration in honor of Washington's birthday. |
| Mar. | 30. | Thursday—Last day for submitting orations for Wiley Gray Contest. |
| April | 13. | Thursday, 4 P.M.—Easter recess begins. |
| April | 18. | Tuesday, 8:30 A.M.—Instruction is resumed. |
| April | 29. | Saturday—Last day for selection of courses for ensuing year. |
| May | 26. | Friday—Final examinations begin. |
| June | 4. | Sunday—President's address to graduating class. |
| June | 5. | Monday—Annual meeting of the Board of Trustees. |
| June | 5. | Monday—Annual meeting of the Alumni and Alumnae Councils. |
| June | 5. | Monday evening—Graduating orations. |
| June | 6. | Tuesday morning—Commencement sermon. |
| June | 6. | Tuesday—Alumni Day—Class Reunions.
Afternoon—Alumni Address—meeting of the Alumni Association.
Afternoon—Alumnae Address—meeting of the Alumnae Association. |
| June | 6. | Tuesday evening—Reception in honor of the graduating class. |
| June | 7. | Wednesday morning—Commencement address; graduating exercises. |
| June | 7. | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class. |

1932

JANUARY	APRIL	JULY	OCTOBER
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F. M. SIMMONS, '73.....	New Bern,	N. C.

Term Expires December 31, 1935

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C. W. TOMS.....	New York,	N. Y.

* Deceased.

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Term Expires December 31, 1937

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J. C. WOOTEN.....	Durham,	N. C.
J. B. SHERRILL.....	Concord,	N. C.
JAMES A. BELL.....	Charlotte,	N. C.
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VOYLES, CARL, B.S. <i>Assistant Director of Physical Education</i>	314 W. Trinity Avenue
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ROBERSON, HELEN, MRS. <i>Dietitian, the Union</i>	East Campus
SAWYER, OTIS, A.B. <i>Manager, the Duke University Stores</i>	Club Boulevard
THOMPSON, JAMES EDWARD <i>Manager, the Duke University Dining Halls</i>	Powe Apartments, Buchanan Road
TYREE, WILLIAM ALLEN, A.B. <i>Director in the Business Division</i>	610 Buchanan Road
WHITFORD, WILLIAM EDWARD, A.B. <i>Assistant Director in the Business Division</i>	Duke University

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SEEMAN, ERNEST <i>Manager, the Duke University Press</i>	111 West Seeman Street
WILKINSON, ALBERT ALEXANDER <i>Director, the News Service</i>	1113 Alabama Avenue

INSTRUCTIONAL STAFF

The date denotes the first year of service.

- ADAMS, DONALD KEITH, (1931) A.B., M.A., Ph.D.
Assistant Professor of Psychology 1017 Rose Hill Avenue
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Assistant Professor of Botany 214 Faculty Apartments, East Campus
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Professor of Medicine Hope Valley
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Professor of Latin
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Instructor in Oto-Laryngology
- ARNOLD, DEAN MOXLEY, (1925) B.S., A.M. House 101, West Campus
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- BERNHEIM, MARY CHRISTIAN LILAS, MRS., (1930) B.A., M.A., Ph.D.
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Assistant Professor of Chemistry
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* On leave of absence, first semester, 1931-1932.

** On leave of absence, 1931-1932.

- BLACK, MARTIN LEE, JR., (1930) A.B., C.P.A. 11 Bickett Apartments
Instructor in Accounting
- BLACKBURN, WILLIAM MAXWELL, (1926) A.B., B.A.
Assistant Professor of English 1302 Vickers Avenue
- BLOMQUIST, HUGO LEANDER, (1920) B.S., Ph.D. 1305 B Street
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Professor of Law 217 Faculty Apartments, East Campus
- BOYD, WILLIAM KENNETH, (1906) A.B., A.M., Ph.D.
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- *BRANSCOMB, BENNETT HARVIE, (1925) A.B., B.A., M.A., Ph.D.
Professor of New Testament Language and Literature Hope Valley
- BROWN, FRANK CLYDE, (1909) A.B., A.M., Ph.D. 410 Buchanan Road
Professor of English
- BROWNELL, WILLIAM ARTHUR, (1930) A.B., A.M., Ph.D. Hope Valley
Professor of Educational Psychology
- BRYSON, THADDEUS DILLIARD, (1928). Hope Valley
Professor of Law
- CANNON, JAMES, III, (1919) A.B., A.M., Th.B., Th.M. Hope Valley
Ivey Professor of History of Religion and Missions
- CARPENTER, DAVID WILLIAMS, (1929) A.B., M.A. 1208 Arnette Avenue
Instructor in Physics
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Associate Professor of Education 602 Buchanan Road
- *CARROLL, EBER MALCOLM, (1923) A.B., A.M., Ph.D.
Associate Professor of History 209 Faculty Apartments, East Campus
- CARTER, BAYARD, (1931) A.B., M.D. Hope Valley
Professor of Obstetrics and Gynecology
- CAVERS, DAVID FARQUHAR, (1931) B.S., LL.B. 9 Bickett Apartments
Assistant Professor of Law
- CHILDS, BENJAMIN GUY, (1924) A.B., A.M. 604 Buchanan Road
Professor of Education
- CLARK, KENNETH, (1931) A.B., B.D., Ph.D. Vance Apartments
Instructor in New Testament Language and Literature
- COLLINS, GYFFORD DAVIDSON, (1926) A.B., A.M. 2011 University Drive
Assistant Professor of Physics

* On leave of absence, 1931-1932.

- CONSTANT, FRANK WOODBRIDGE, (1930) B.S., Ph.D.
Instructor in Physics 1011 Monmouth Avenue
- COTTON, WILLIAM JOSEPH HENRY, (1920) A.B., A.M., Ph.D.
Professor of Economics and Business Administration
 1003 Trinity Avenue
- COWPER, FREDERICK AUGUSTUS GRANT, (1918) A.B., A.M., Ph.D.
Professor of Romance Languages 1017 Dacian Avenue
- CRANFORD, WILLIAM IVEY, (1891) A.B., Ph.D. 708 Buchanan Road
Carr Professor of Philosophy
- CRAVEN, ERLE BULLA, JR., (1930) A.B., M.D. 3111 Duke Hospital
Instructor in Pathology
- †CRAVEN, LESLIE, (1932) A.B., J.D. Duke University
Professor of Law
- CRUM, MASON, (1930) A.B., Ph.D. 1308 College Road
Assistant Professor of Biblical Literature
- CUNNINGHAM, BERT, (1920) B.S., M.S., A.M., Ph.D.
Professor of Biology 1200 College Road
- DALE, JULIA, (1930) A.B., A.M., Ph.D. 300 Monmouth Avenue
Assistant Professor of Mathematics
- DAVISON, WILBURT CORNELL, (1927), A.B., B.A., B.Sc., M.A., M.D.
Dean of School of Medicine and Professor of Pediatrics
 Hope Valley
- EADIE, GEORGE SHARP, (1930) B.A., M.A., M.B., Ph.D. Hope Valley
Professor of Physiology and Pharmacology
- EAGLE, WATT WEEMS, (1930) A.B., M.D. 1025 Monmouth Avenue
Assistant Professor of Oto-Laryngology
- EASLEY, HOWARD, (1930) A.B., M.A., Ph.D.
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- *ELLIOTT, WILLIAM WHITFIELD, (1925) B.A., M.A., Ph.D.
Professor of Mathematics Faculty Club, East Campus
- ELLWOOD, CHARLES ABRAM, (1930) Ph.B., Ph.D., LL.D. West Campus
Professor of Sociology
- FORBUS, WILEY DAVIS, (1930) A.B., M.D. Hope Valley
Professor of Pathology
- FREY, ALEXANDER HAMILTON, (1931) A.B., M.A., LL.B., J.P.D.
Visiting Professor of Law 1931-1932 Hope Valley

† Service begins, September, 1932.

* On leave of absence, first semester, 1931-1932.

- FULLER, LON, (1931) A.B., J.D. 1011 Dacian Avenue
Professor of Law
- *GARBER, PAUL NEFF, (1924) A.B., A.M., Ph.D. West Campus
Professor of Church History
- GARDINER, ANN HENSHAW, (1930) R.N., B.S., M.S. Giles House
Assistant Professor of Nursing Education
- GARDNER, CLARENCE, JR., (1930) A.B., M.D. 1418 Duke Hospital
Instructor in Surgery
- GATES, ARTHUR MATHEWS, (1909) A.B., A.M., Ph.D. 1030 W. Trinity Avenue
Assistant Professor of Latin
- GILBERT, ALLAN, (1920), B.A., A.M., Ph.D. 516 Carolina Circle
Professor of English
- GILBERT, KATHERINE EVERETT, (1930) A.B., A.M., Ph.D. 516 Carolina Circle
Professor of Philosophy
- GLASSON, WILLIAM HENRY, (1902) Ph.B., Ph.D. 710 Buchanan Road
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- **GODBey, ALLEN HOWARD, (1926) A.B., Ph.D. Duke University
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- *GOHDES, CLARENCE, (1930) A.B., A.M., Ph.D. Faculty Club, East Campus
Assistant Professor of English
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* On leave of absence, second semester, 1931-1932.

** Service terminated Jan. 31, 1932.

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- McDERMOTT, MALCOLM, (1930) A.B., LL.B. East Campus
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- MILLER, JUSTIN, (1930) A.B., LL.B., J.D. West Campus
Professor of Law
- MITCHELL, FRANK KIRBY, (1926) A.B., A.M. 1008 W. Trinity Avenue
Associate Professor of English
- MYERS, HIRAM EARL, (1926) A.B., S.T.B., S.T.M. 203 Watts Street
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- PATTON, LEWIS, (1926) A.B. 303 Faculty Apartments, East Campus
Assistant Professor of English
- PEARSE, ARTHUR SPERRY, (1926) B.S., A.M., Ph.D. Hope Valley
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- PEPPLER, CHARLES WILLIAM, (1912) A.B., Ph.D. 406 Buchanan Road
Professor of Greek
- PERLZWEIG, WILLIAM, (1930) B.S., A.M., Ph.D. Hope Valley
Professor of Biochemistry
- PERSONS, ELBERT LAPLEY, (1930) A.B., M.D. 3107 Duke Hospital
Instructor in Medicine
- PROCTOR, ARTHUR MARCUS, (1923) A.B., A.M., Ph.D. West Campus
Professor of Education
- RANKIN, ROBERT STANLEY, (1927) A.B., A.M., Ph.D.
Associate Professor of Political Science 1007 W. Trinity Avenue
- RANKIN, WILLIAM WALTER, JR., (1926) B.E., M.A.
Professor of Mathematics 1011 Gloria Avenue
- RATCHFORD, BENJAMIN ULYSSES, (1928) A.B., A.M.
Instructor in Economics 216 Faculty Apartments, East Campus
- REEVES, ROBERT JAMES, (1930) A.B., M.D. 919 Markham Avenue
Assistant Professor of Roentgenology
- RHINE, JOSEPH BANKS, (1927) B.S., M.S., Ph.D. Nation Avenue
Assistant Professor of Psychology

- RIPPY, JAMES FRED, (1926) A.B., A.M., Ph.D. Forest Hills
Professor of History
- ROBERTS, CHRISTOPHER, (1929) B.S., A.M., Ph.D.
Assistant Professor of Economics
 116 Faculty Apartments, East Campus
- ROBERTS, JOHN H., (1931) A.B., Ph.D. 1 Bickett Apartments
Assistant Professor of Mathematics
- ROSBOROUGH, RUSKIN RAYMOND, (1925) A.B., A.M., Ph.D., Docteur en
 philologie Classique, Louvain.
Professor of Latin Faculty Club, East Campus
- ROSS, ROBERT ALEXANDER, (1930) B.S., M.D. 214 Swift Avenue
Assistant Professor of Obstetrics and Gynecology
- ROWE, GILBERT THEODORE, (1928) A.B., D.D., Litt.D. Pinecrest Road
Professor of Christian Doctrine
- RUFFIN, JULIAN, (1930) A.B., M.A., M.D. Manchester Apartments
Assistant Professor of Medicine
- RUSSELL, ELBERT, (1926) A.B., A.M., Ph.D. 811 Vickers Avenue
Professor of Biblical Interpretation
- SAYLOR, JOHN HENRY, (1928) A.B., A.M., Ph.D. 1604 B Street
Instructor in Chemistry
- SCHEALER, SAMUEL RAYMOND, (1927) E.E., M.S. Hope Valley
Professor of Electrical Engineering
- SEELEY, WALTER JAMES, (1925) E.E., M.S. 1007 Urban Avenue
Professor of Electrical Engineering
- SHANDS, ALFRED RIVES, JR., (1930) B.A., M.D. 1008 Green Street
Assistant Professor of Orthopedics
- SHEARS, LAMBERT ARMOUR, (1927) A.B., A.M., Ph.D.
Instructor in German 917 Green Street
- SHIELDS, JOHN HERMAN, (1926) A.B., A.M.
Assistant Professor of Accounting Faculty Club, East Campus
- SHRYOCK, RICHARD HARRISON, (1925) B.S., Ph.D.
Associate Professor of History 1019 W. Trinity Avenue
- SMITH, DAVID TILLMAN, (1930) A.B., M.D. 206 Swift Avenue
Associate Professor of Medicine
- SMITH, HILRIE SHELTON, (1931) A.B., Ph.D., D.D.
Professor of Religious Education 2415 Club Boulevard
- SMITH, SUSAN GOWER, MRS. (1930) A.B., M.A. 206 Swift Avenue
Instructor in Biochemistry
- SPEARS, MARSHALL TURNER, (1927) A.B., A.M. 501 Watts Street
Lecturer in Law

- SPENCE, BESSIE WHITTED, MRS. (1929) A.B., A.M., B.D. Hope Valley
Instructor in Biblical Literature
- SPENCE, HERSEY EVERETT, (1918) A.B., A.M., B.D. Hope Valley
Professor of Biblical Literature and Religious Education
- STANBURY, WALTER ALBERT, (1929) A.B., D.D.
Professor of Practical Theology 516 West Chapel Hill Street
- SWETT, FRANCIS HUNTINGTON, (1930) A.B., M.A., Ph.D. Hope Valley
Professor of Anatomy
- TAYLOR, HAYWOOD, (1930) B.S., M.S., Ph.D. University Drive
Assistant Professor of Biochemistry
- THOMAS, JOSEPH MILLER, (1930) A.B., Ph.D.
Assistant Professor of Mathematics House G, 107 West Campus
- TOWE, WILLIAM THOMPSON, (1924) A.B. 624 Club Boulevard
Assistant Professor of Business Law
- VANCE, MARY HENDREN, MRS., (1926) A.B., A.M.
Assistant Professor of English 305 Faculty Apartments, East Campus
- *VOLLMER, CLEMENT, (1926) A.B., A.M., Ph.D. West Campus
Professor of German
- VOSBURGH, WARREN CHASE, (1928) B.S., M.S., Ph.D.
Associate Professor of Chemistry 2319 Englewood Avenue
- VOYLES, CARL (1931) B.S. 314 W. Trinity Avenue
Assistant Director of Physical Education
- WADE, WALLACE, (1931) A.B. 402 Buchanan Road
Director of Physical Education
- WAHRENBROCK, HOWARD EGGER, (1931) A.B., J.D.
Instructor in Law 12 Bickett Apartments
- WALKER, THOMAS TIPTON, (1931) B.S., M.S., M.D.
Instructor in Pathology 619 Franklin Street, Chapel Hill,
North Carolina
- WALTON, LORING BAKER, (1929) Lic. ès L. 2411 Club Boulevard
Assistant Professor of Romance Languages
- WANNAMAKER, WILLIAM HANE, (1904) A.B., A.M., Litt.D.
Professor of German West Campus
- WAY, VERNON ELGIN, (1930) A.B., A.M., M.A.
Assistant Professor of Greek 1008 Monmouth Avenue
- WEBB, ALBERT MICAIAH, (1903) A.B., A.M. 1017 Trinity Avenue
Professor of Romance Languages
- WEST, ALFRED THURBER, (1930) B.S.
Instructor in English 202 Faculty Apartments, East Campus
- WHITE, MARIE ANNE, MRS., (1930) A.B., A.M. Hope Valley
Instructor in English

* On leave of absence, 1932-1933.

WHITE, NEWMAN IVEY, (1919) A.B., A.M., Ph.D. <i>Professor of English</i>	Hope Valley
WIDGERY, ALBAN GREGORY, (1930) B.A., M.A. <i>Professor of Philosophy</i>	Pinecrest Road
WILSON, FREDERICK ELIPHAZ, (1923) A.B., A.M. <i>Assistant Professor of German</i>	1004 Urban Avenue
*WILSON, ROBERT NORTH, (1910) A.B., M.S. <i>Professor of Chemistry</i>	822 Third Street
**WILSON, ROBERT RENBERT, (1925) A.B., A.M., Ph.D. <i>Professor of Political Science</i>	Duke University
WOLF, FREDERICK ADOLPHUS, (1927) A.B., A.M., Ph.D. <i>Professor of Botany</i>	807 Second Street
WOODY, ROBERT HILLIARD, (1929) Ph.B., A.M., Ph.D. <i>Instructor in History</i>	1008 Forestwood Drive
YOUNG, EDWARD HUDSON, (1923) A.B., A.M. <i>Assistant Professor of Romance Languages</i>	13 Beverly Apartments
ZENER, KARL EDWARD, (1928) A.B., A.M., Ph.D. <i>Assistant Professor of Psychology</i>	Nation Avenue

INSTRUCTIONAL STAFF WITHOUT SEAT IN THE GENERAL FACULTY

ANDERSON, CHARLES ROBERTS, (1930) A.B., A.M. <i>Instructor in English</i>	Faculty Club, East Campus
ANDERSON, EWING, (1932) A.B., A.M. <i>Instructor in English</i>	Duke University
BAKER, ELEANOR USSHER, (1930) A.B. <i>Instructor in English in School of Nursing</i>	Duke Hospital
BATCHELDER, MARION FRANCES, (1930) R.N. <i>Instructor in Nursing Administration and Supervision</i>	Duke Hospital
BEAN, RUTH, (1930) R.N. <i>Instructor in Nursing Administration and Supervision</i>	Giles House
BERGHAUSER, ALBERT, (1931) A.B. <i>Instructor (part time) in German</i>	708 Buchanan Road
BRIDGERS, FURMAN ANDERSON, (1926) A.B., A.M. <i>Instructor in Romance Languages</i>	1104 Watts Street
BROWN, FRANCES, (1931) A.B., Ph.D. <i>Instructor in Chemistry</i>	Bassett House
CREAGER, DON BAKER, (1930) B.S., M.S. <i>Instructor in Botany</i>	916 Green Street

* On leave of absence, second semester, 1931-1932.

** On leave of absence, 1931-1932.

- DAVIS, GIFFORD, (1930) A.B., A.M. Faculty Apartments, East Campus
Instructor in Romance Languages
- DRESSEL, FRANCIS GEORGE, (1929) B.S., M.S. House O, 209 Kilgo Quadrangle
Instructor in Mathematics
- EPPELSON, JEFFE HARRISON, (1930) B.S. 1202 Mangum Street
Instructor in Preventive Medicine and Public Health
- GATLING, ROBERT HENRY, (1931) B.S. in Civil Engineering 310 Holloway Street
Instructor in Engineering
- GRANT, LOUISE, (1930) R.N. Giles House
Instructor in Nursing Administration and Supervision
- GREENWOOD, JOSEPH, (1930) A.B., A.M. 6 Bickett Apartments
Instructor in Mathematics
- GREGORY, GEORGE MAC KENDRICK, (1927) A.B., A.M. 3 Trinity Apartments
Instructor in English
- HALL, LOUISE, (1931) B.A., S.B. in Arch. 1107 Minerva Avenue
Instructor in Art
- HILL, DOUGLAS, (1931) A.B., M.A. Ph.D. 909 Gregson Street
Instructor in Chemistry
- JANNEY, EMILY, (1931) R.N. Duke Hospital
Instructor in Nursing Administration and Supervision
- JENKINS, WILBERT ARMONDE, (1931) A.B., A.M. 1006 Shepherd Street
Instructor in Botany
- KEECH, JAMES MAYNARD, (1931) A.B., A.M. 406 Buchanan Road
Instructor in Economics
- KETCHUM, MARSHALL DANA, (1931) B.S., M.S. 903 Sixth Street
Instructor in Economics
- KIEFER, FELIX, (1931) Ph.D. 1700 Lakewood Avenue
Lecturer in Chemistry
- KRAMER, PAUL, (1931) A.B., M.Sc., Ph.D. 1004 Shepherd Street
Instructor in Botany
- LAWLOR, NANCY LINDSAY, MRS., (1930) R.N. Giles House
Instructor in Nursing Administration and Supervision
- LAXTON, AUGUSTA, (1930) R.N. Giles House
Instructor in Nursing Administration and Supervision
- LEMERT, BEN FRANKLIN, (1930) B.S.E., M.A. 15 Ambassador Apartments
Instructor in Economic Geography
- MABRY, WILLIAM ALEXANDER, (1930) A.B., A.M. West Campus
Instructor in History
- MAXWELL, WILLIAM CARY, (1930) A.B., A.M. House O, 306 Kilgo Quadrangle
Instructor in German
- MCCUTCHEON, ERNEST PARRISH, (1930) D.D.S. Beverly Apartments
Instructor in Dentistry

- McEWEN, NOBLE RALPH, (1931) A.B., A.M. 1017 Gloria Avenue
Instructor in Education
- NELSON, HULDA GERTRUDE, (1930) R.N. Duke Hospital
Instructor in Nursing Administration and Supervision
- PAGE, DONALD METCALF, (1930) B.S., M.A. Duke Hospital
Instructor in Biology
- PFANKUCHEN, LLEWELLYN ERNEST, (1931) B.A., A.M., Ph.D. 1007 West Trinity Avenue
Instructor in Political Science
- PARKS, TAYLOR, (1930) A.B., M.A., Ph.D. 6 Ambassador Apartments
Instructor in History
- POWERS, OSCAR, (1930) A.B. House P, 303
Instructor (Part time) in Latin
- QUYNN, WILLIAM ROGERS, (1930) B.A., M.A. 507 Watts Street
Instructor in French
- RAYMOND, LOIS, (1932) A.B., M.A. 504 Watts Street
Instructor in French
- SIMPSON, WILLIAM HAYS, (1930) A.B., A.M. 805 Watts Street
Instructor in Political Science
- SMITH, RUTH SLACK, MRS., (1927) A.B., A.M. 115 Faculty Apartments, East Campus
Instructor in Education
- STOKES, RUTH, (1931) A.B., A.M., Ph.D. 1115 Pettigrew Street
Instructor in Mathematics
- SUGDEN, HERBERT WILFRID, (1929) A.B., A.M. 201 Faculty Apartments, East Campus
Instructor in English
- TRUESDALE, JAMES NARDIN, (1930) A.B., A.M. House O, 306
Instructor (Part time) in Greek
- WARD, CHARLES EUGENE, (1927) A.B., A.M. Nation Avenue
Instructor in English
- WILLIAMS, HAROLD FISH, (1930) B.S. House P, 101
Instructor in Botany

VISITING LECTURERS, 1931-1932

- ALLAN, WILLIAM, A.B., M.D.
Visiting Lecturer in Medicine
- ANDERSON, ALBERT, A.B., A.M., M.D.
Visiting Lecturer in Psychiatry
- ANDERSON, PAUL VERNON, A.B., A.M., M.D.
Visiting Lecturer in Psychiatry
- BRENIZER, ADDISON GORGAS, A.B., M.D.
Visiting Lecturer in Surgery

- BURRUS, JOHN TILDEN, (1932) M.D.
Visiting Lecturer in Surgery
- CROWELL, ANDREW JOHNSON, D.Sc., M.D.
Visiting Lecturer in Urology
- HICKS, VONNIE MONROE, M.D.
Visiting Lecturer in Ophthalmology
- MACNIDER, WILLIAM DE BERNIERE, M.D.
Visiting Lecturer in Pharmacology
- MCCAIN, PAUL PRESSLEY, A.B., M.D.
Visiting Lecturer in Medicine
- MILLER, OSCAR LEE, M.D.
Visiting Lecturer in Orthopedics
- PARROTT, JAMES, (1932) M.D.
Visiting Lecturer in Preventive Medicine and Public Health
- RANKIN, WATSON SMITH, M.D., D.Sc.
Visiting Lecturer in Preventive Medicine and Public Health
- ROYSTER, HUBERT ASHLEY, A.B., M.D.
Visiting Lecturer in Surgery
- SHORE, CLARENCE ALBERT, S.B., M.S., M.D.
Visiting Lecturer in Preventive Medicine and Public Health
- TROUT, HUGH HENRY, (1932) A.D., M.D.
Visiting Lecturer in Surgery
- WILLIS, CHARLES BYRD, M.D.
Visiting Lecturer in Surgery

UNIVERSITY FELLOWS

- | | | |
|---------------------------------------------------------------------|------------|----------------------------|
| Alexander, Thomas Robert | Economics | 309 House P |
| A.B., Davidson College; B.D., Union Seminary; A.M., Duke University | | |
| Allen, Robert Ivey | Physics | 1007 Lamond Avenue |
| B.S., M.S., University of Georgia | | |
| Burch, James Charlie Horton | English | 316 North Elizabeth Street |
| A.B., A.M., Duke University | | |
| Carroll, Zoe Wells | Zoölogy | 1109 Minerva Avenue |
| A.B., University of Tennessee; A.M., Duke University | | |
| *Chesley, Leon Carey | Zoölogy | 2102 Erwin Road |
| A.B., Susquehanna University | | |
| Cutter, Walter Airey | Philosophy | 203 House P |
| A.B., Central College; A.M., B.D. Duke University | | |

* Resigned, Feb. 1, 1932.

deBruyne, Jacob M. A. A.B., A.M., Duke University	Chemistry	1023 Monmouth Avenue
Delaplane, Walter Harold A.B., A.M., Oberlin College	Economics	307 House O
Dreyer, Edward Peter B.S., A.M., Tulane University	English	110 House C
George, Robert Wilfred A.B., Geneva College; A.M., Columbia University	Psychology	Chapel Hill Road
Gillaspie, Athey Graves B.S., Lynchburg College; A.M., Duke University	Chemistry	1200 College Road
Griffin, Mabel Jeannette A.B., A.M., Duke University	Mathematics	1211 Carolina Avenue
Hooker, Charles Wright A.B., Duke University	Zoölogy	930 Markham Avenue
Jarrell, Hampton McNeely A.B., University of Georgia; A.M., Harvard University	English	11 Vance Apartments
Jernigan, Charlton Coney A.B., A.M., Duke University	Greek	202 House O
Longstreet, Rubert James B.S., A.M., LL.B., John B. Stetson University	Education	108 House P
McAdams, Laura Jean A.B., Erskine College; A.M., University of South Carolina	Latin	215 Bassett
Marshall, Helen Edith A.B., College of Emporia; A.M., University of Chicago	History	207 Bassett
Mitchell, Nicholas Pendleton, Jr. A.B., A.M., University of Texas	Political Science	Box 4692 Duke Station
Porterfield, Austin Larimore A.B., Oklahoma City University; A.M., Drake University; B.D., Phillips University	Sociology	509 Carlton Avenue
Poteat, Mary A.B., North Carolina College for Women; A.M., Columbia University	English	322 Jarvis
Priepke, Rudolf Julius B.S., Elmhurst College; A.M., Duke University	Chemistry	901 Fifth Street
Pyron, Joseph Hicks A.B., M.S., University of Georgia	Botany	106 House O
Riley, Charles Leigh A.B., A.M., Washington and Lee University	History	124 Basnight Lane, Chapel Hill, N. C.
Tipton, Samuel Ridley A.B., Mercer University	Zoölogy	1017 Gloria Avenue
Wallace, Elbert Stephen A.B., Birmingham-Southern College; A.M., Duke University	Economics	1505 University Road

Wright, Herbert Fletcher Psychology 1005 Demerius
A.B., Nebraska Wesleyan University; A.M., University of Cincinnati

INDUSTRIAL RESEARCH FELLOWS

(Liggett and Myers Foundation)

Braithwaite, Leslie Victor	Chemistry	2611 Chapel Hill Road
B.S., A.M., Ph.D., Columbia University		
Darkis, Frederick Randolph	Chemistry	2114 Club Boulevard
B.S., M.S., Ph.D., University of Maryland		
Kiefer, Felix	Chemistry	1700 Lakewood Avenue
Ph.D., University of Erlangen		
McLean, Ruth	Chemistry	1013 Monmouth Avenue
A.B., N. C. C. W.		
Hobbs, Marcus	Chemistry	301 House EE
Miller, William	Chemistry	106 House G
Shankle, Herbert Lazelle	Chemistry	206 House P
A.B., Duke University		
Sigmon, Hugh William	Chemistry	009 House V
B.S., M.S., North Carolina State College		
Womack, John Gamble	Chemistry	308 House F
A.B., A.M., Duke University		

GRADUATE ASSISTANTS

†Ader, Olin Blair	Mathematics	05 House P
A.B., A.M., Duke University		
Anderson, Lewis Edward	Botany	2102 Erwin Road
B.S., Mississippi A. and M. College		
Balch, Clifford Perry	History	210 House P
A.B., Franklin and Marshall College		
Bookhout, Cazlyn Green	Zoölogy	110 House O
A.B., St. Stephen's College; A.M., Syracuse University		
Bradbury, Hester Ann	Zoölogy	321 Jarvis
B.S., Simmons College		
Brannon, Clarence Ham	Zoölogy	State College Station, Raleigh, N. C.
B.S., Mississippi A. and M. College; M.S., North Carolina State College		
*Bullock, Robert Cogdell	Mathematics	300 Monmouth Avenue
B.S., Delta State Teachers College; A.M., University of Kentucky		
Buren, Roy Edward	Sociology	302 House P
A.B., State Teachers College, Missouri; A.M., University of Missouri		

† Appointed Feb. 1, 1932.

* Resigned, Feb. 1, 1932.

Butts, Helen Elizabeth A.B., A.M., Brown University	Zoölogy	110 Bassett
Clarke, Sara Elizabeth A.B., Duke University	French	818 Sixth Street
Cook, Louis Bertram B.S., Brown University	Chemistry	301 House A
Cunningim, Merriman A.B., Vanderbilt University	English	201 House O
DeJong, David Cornell A.B., Calvin College	English	210 House J
Dickerson, Robert Turpin A.B., Duke University	Chemistry	407 House D
Doxey, John Elwood A.B., Duke University	French	403½ Gregson Street
Fry, Glenn Ansel A.B., Davidson College; A.M., Duke University	Psychology	Erwin Road
Goldstein, Israel Payson A.B., Lehigh University	English	909 Gregson Street
Guy, Walter Carlisle A.B., Wofford College	Physics	821 Second Street
Hanson, Isabel B.S., M.S., University of Georgia	Physics	211 Bassett
Hardin, Rector Roemilt A.B., Berea College	Economics	411 Cook Street
Harris, Isabella Deas A.B., Wesleyan College	English	216 Bassett
Harrison, David Moody B.S., Ursinus College	Economics	1505 Duke University Road
Harvey, Harlow Williamson, Jr. B.S., University of Georgia	Botany	106 House O
Haus, George Joseph B.S., William and Mary College; A.M., Duke University	Chemistry	02 House P
*Hocutt, Edgar Jerome A.B., Duke University	English	403½ N. Gregson Street
Hodges, Wiley Edward A.B., Roanoke College; A.M., Duke University	Political Science	212 House P
Hoole, William Stanley A.B., A.M., Wofford College	English	106 House P
Irons, George Vernon A.B., A.M., University of Alabama	History	307 House P

* Resigned, Feb. 1, 1932.

†Jackson, David Kelly, Jr. A.B., A.M., Duke	English	205 House A
Johnston, Thomas McNaughton B.S., Washington and Jefferson College; A.M., Tulane University	English	110 House G
Latham, Dennis Harold B.S., North Carolina State College	Botany	101 House P
Lee, Donald Woodward A.B., Pennsylvania State College	English	Box 4649 Duke
Lowance, Franklin Elta B.S., Roanoke College; A.M., Duke University	Physics	718 Vickers Avenue
Lowry, John Milton A.B., Elon College	Economics	107 House O
McCulloch, Thomas Logan A.B., A.M., Duke University	Psychology	2102 Erwin Road
McDavid, Raven Ioor, Jr. A.B., Furman University	English	304 House P
Mann, Donald Ray A.B., University of Richmond	Zoölogy	2102 Erwin Road
Merriman, Paul Homer B.S., University of the South	Physics	1506 Chapel Hill Street
Metler, Alvin Velbert B.S., Adrian College; A.M., Duke University	Chemistry	106 House C
Munson, Sam Clark B.S., M.S., Mississippi A. & M. College	Zoölogy	2102 Erwin Road
Newland, Lee Max B.S., Butler University	Economics	208 House P
Nolan, Louis Clinton Ph.B., Emory University	History	1920 Chapel Hill Boulevard
Nuernberger, Gustave Adolph A.B., University of Buffalo	History	107 House O
Pearson, John Herbert B.S., Brown University	Chemistry	108 House A
Peterson, Harold Fern A.B., Knox College; A.M., University of Minnesota	History	209 House O
Price, Guy Vaughn A.B., William Jewell College; A.M., University of Chicago	Sociology	2401 Club Boulevard
Pullias, Earl Vivon A.B., Cumberland University; A.M., University of Chicago	Education	1011 Lamond Avenue
Rice, Nolan Ernest A.B., University of Kentucky	Zoölogy	2102 Erwin Road

† Appointed Feb. 1, 1932.

Robertson, Lora Lee B.S., University of Kentucky	Botany	106 Bassett
Schuppan, Irma Margaret A.B., Rice Institute	Mathematics	112 Bassett
Smith, Newell Hart A.B., Park College; A.M., University of Virginia	Physics	1506 Duke University Road
Shockley, Martin Staples A.B., University of Richmond	English	
Stanbury, Walter Albert, Jr. A.B., Duke University	English	516 West Chapel Hill Street
Tarbutton, Grady B.S., Millsaps College; M.S., University of Iowa	Chemistry	108 House A
†Taylor, Robert King, Jr. B.S., Furman University	Zoölogy	107 House O
Whaley, Otis B.S., East Tennessee State Teachers College; M.Ed., Duke University	Political Science	212 Watts Street

GRADUATE SCHOLARS

*Ader, Olin Blair A.B., A.M., Duke University	Mathematics	05 House P
Agnew, Donald Charles A.B., Park College	Education	110 House P
§Atchley, Paul Trotter A.B., Carson and Newman College	History	304 House P
Berghauser, Albert Sartor A.B., Duke University	German	708 Buchanan Boulevard
DeLancey, Frances Priscilla A.B., A.M., University of West Virginia	Political Science	311 Bassett
Frick, Harvey Lee A.B., A.M., Duke University	Psychology	210 House O
Garrett, Harper Lee A.B., The Citadel	History	1106 W. Chapel Hill Street
Glenn, Argyle A.B., Duke University	Latin	210 Bassett
Godcharles, Charles Augustus A.B., Bucknell University	Philosophy	203 House P
Gorman, Mary Aylward A.B., Randolph-Macon Woman's College	Chemistry	109 Bassett

† Appointed Feb. 1, 1932.

* Resigned, Feb. 1, 1932.

§ For the second semester, 1931-32.

Jarman, Laura Martin	French	212 Bassett
A.B., Mary Baldwin College		
Lewis, Samuel Truman	Sociology	103 House P
B.S., Mississippi State Teachers College; A.M., Vanderbilt University		
McAllister, James Gray, Jr.	Mathematics	West Campus
B.S., Hampden-Sydney College; A.M., Duke University		
McDowell, Gladstone Wadley	Mathematics	1006 Monmouth Avenue
A.B., A.M., Duke University		
MacFadyen, Elizabeth Ann	History	1107 Minerva Avenue
A.B., A.M., Duke University		
Miller, Harold William	Greek	105 House E
A.B., Wofford College		
Morgan, Jasper Eugene	Physics	103 House P
B.S., Wake Forest College		
Morgan, Karl Ziegler	Physics	1506 Chapel Hill Street
A.B., A.M., University of North Carolina		
Munyan, Merrill Calvin	History	307 House O
A.B., Wesleyan University		
Rowe, Frances Eleanor	History	219 Bassett
A.B., Duke University		
Sledd, Warren Candler	Latin	01 House M
A.B., Emory University; A.M., Duke University		
*Stalvey, James Benjamin	History	901 Fifth Street
A.B., A.M., Duke University		

ASSISTANTS

BAKER, WALTER WARNER, (1930) B.S., A.B., M.D.	
<i>Assistant in Surgery</i>	3106 Duke Hospital
BRYSON, EDWARD CONSTANT, (1931)	Hope Valley
<i>Assistant in the Legal Aid Clinic</i>	
CALDER, ROYALL, (1930) A.B., M.D.	3110 Duke Hospital
<i>Assistant in Forestry</i>	
CEKADA, EMIL BOGOMIR, (1930) S.B., D.Sc., M.D.	
<i>Assistant in Medicine</i>	3112 Duke Hospital
COILE, THEODORE STANLEY, (1932)	1008 Minerva Avenue
<i>Assistant in Forestry</i>	
GARRARD, ANNIE, A.B., A.M.	1023 Gloria Avenue
<i>Assistant in Education</i>	
JONES, EUNICE, (1931) A.B.	805 Broad Street
<i>Assistant in Education</i>	

* For the first semester, 1931-32.

JONES, ROBERT RANDOLPH, JR., (1930) A.B., M.D. <i>Assistant in Surgery</i>	4117 Duke Hospital
LAWTON, ANNE, (1931) A.B., M.D. <i>Assistant in Pediatrics</i>	Duke Hospital
MASON, MARY LOCHER, MRS., (1931) Diploma in Fine Arts, Teachers College, Columbia <i>Assistant in Education</i>	Roxboro Road
MASON, MORTON, (1931) B.S. <i>Assistant in Biochemistry</i>	7 Bickett Apartments
MATHEWS, EUGENE, (1931) A.B., M.D. <i>Assistant in Oto-Laryngology</i>	Duke Hospital
MAYER, WALTER BREM, (1931) B.A., M.D. <i>Assistant in Medicine</i>	10 Bickett Apartments
MERRITT, ETHEL LOUISE, (1930) A.B. <i>Assistant in Biochemistry</i>	Duke Hospital
OATES, MAX OGLESBEE, (1930) A.B., M.D. <i>Assistant in Pathology</i>	3103 Duke Hospital
PAWEK, HUGO JOHN, (1931) B.S. <i>Assistant in Forestry</i>	1008 Minerva Avenue
POSTON, MARY ALVERTA, (1930) <i>Assistant in Bacteriology</i>	Duke Hospital
RIGDON, RAYMOND HARRISON, (1931) M.D. <i>Assistant and Interne in Pathology</i>	Duke University
SMITH, ELOISE, (1930) B.A., M.A., M.D. <i>Assistant in Medicine</i>	4027 Duke Hospital
TWADDELL, VERA CARR, MRS., (1931) A.B. <i>Assistant in Education</i>	707 S. Duke Street
ZIV, LOUIS, (1930) A.B., M.D. <i>Assistant in Surgery</i>	Duke Hospital

PHYSICAL EDUCATION

TRINITY COLLEGE

WALLACE WADE, A.B.

Director

402 Buchanan Road

CARL VOYLES, B.S.

Assistant Director

314 West Trinity Avenue

ALLEN, R. T., (1931) <i>Assistant in Physical Education</i>	Duke University
BAKER, LENOX DIAL, (1929) <i>Trainer in Physical Education</i>	Duke University
CALDWELL, HERSCHEL, (1930) <i>Assistant in Physical Education</i>	310 Holloway Street
CAMERON, EDMUND McCULLOUGH, (1926) A.B. <i>Assistant in Physical Education</i>	2 Manchester Apartments
CARD, WILBUR WADE, (1902) A.B. <i>Director of the Gymnasium</i>	1110 Minerva Avenue
COOMBS, JOHN WESLEY, (1929) B.S. <i>Assistant in Physical Education</i>	House DD, 101 Craven Quadrangle
CRICHTON, MARSHALL, (1931) <i>Assistant in Physical Education</i>	Hope Valley
DEAN, DAYTON ROBERT, (1931) A.B. <i>Business Manager of Athletics</i>	101 Gymnasium
GERARD, KENNETH, (1931) B.S. <i>Assistant in Physical Education</i>	Duke University
HAGLER, ELLIS, (1930) <i>Assistant in Physical Education</i>	310 Holloway Street
PERSONS, WALTER, (1930) <i>Assistant in Physical Education</i>	Duke University
SINGTON, FRED, (1931) A.B. <i>Assistant in Physical Education</i>	House D, 112
TUTTLE, ROBERT GREGORY, (1931) A.B. <i>Assistant in Physical Education</i>	Gymnasium
WAITE, ALEX, (1931) A.B. <i>Assistant in Physical Education</i>	2009 Club Boulevard
WARREN, ADDISON, (1931) A.B. <i>Assistant in Physical Education</i>	1500 Chapel Hill Street

WOMAN'S COLLEGE

JULIA REBECCA GROUT, A.B., M.S.

Director

104 Faculty Apartments, East Campus

CHATNEUFF, VIVIAN MOIZE, MRS., (1927)	108 Geer Street
<i>Assistant in Physical Education</i>	
JACOBS, KATHRYN ELIZABETH, (1932)	Pegram House
<i>Assistant in Physical Education</i>	
WYCHE, ALMA, (1930) A.B.	Bassett House
<i>Assistant in Physical Education</i>	

THE UNIVERSITY LIBRARIES

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.

Director

Beverly Apartments

GENERAL LIBRARY

JOSEPH PENN BREEDLOVE, A.B., A.M.

Librarian

407 Watts Street

MALONE, EVA EARNSHAW, A.B., B.S.

Assistant Librarian in Charge of Cataloguing

210 Faculty Apartments, East Campus

MORRELL, ERIC

1317 Arnette Avenue

Chief of the Order Division

POWELL, BENJAMIN EDWARD, A.B., B.L.S.

Duke Station

Chief of the Reference and Circulation Division

BOYD, MARY ELIZABETH, A.B.

7 Beverly Apartments

Assistant in the Order Division

BURCHETTE, KATHRYN, A.B., B.A. in L.S.

1025 Monmouth Avenue

Cataloguer

COUSINS, REBA THURSTON, A.B.

1107 Urban Avenue

In Charge of the Work Room

COVINGTON, LENA, A.B.

1025 Monmouth Avenue

Assistant in the Order Division

CREWS, CATHERINE, A.B.

1004 Markham Avenue

Assistant Cataloguer

CREWS, SUDIE ELIZABETH

1004 Markham Avenue

Assistant in the Order Division

FAULK, DORIS, MRS.

823 Second Street

In Charge of the Reading Room, School of Religion

FRAZIER, ROSE MARIE, A.B., B.S., B.M.

702 Buchanan Road

Assistant in the Reference Division

GARNER, GEORGE LEE, A.B., A.M.

1025 Monmouth Avenue

Assistant in the Catalogue Department

GARRARD, NELLIE, A.B., B.A. in L.S.

1023 Gloria Avenue

Cataloguer

- GREEN, JANE, A.B., B.A. in L.S. 1004 West Trinity Avenue
Assistant in the Order Division
- HIX, EDWIN JONATHAN, A.B. 812 Fourth Street
Assistant in the Circulation Division
- HUNT, LULA HESTER 1004 West Trinity Avenue
Secretary to the Librarian
- ISRAEL, KATE OLA, A.B. 209 Faculty Apartments, East Campus
Cataloguer in Charge of the Chemistry Library
- JENSEN, EVELYN, B.S. 10 Glenn Apartments
Cataloguer
- JOYNER, WILLIAM EPPIE, A.B. Duke Station
Assistant in the Circulation Division
- KEEN, EUNICE, A.B., B.A. in L.S. 1004 West Trinity Avenue
Cataloguer
- KETRING, RUTH ANNA, A.B., A.M. 208 Faculty Apartments, East Campus
In Charge of Manuscripts
- LOOS, LOUISE, A.B. 208 Faculty Apartments, East Campus
Assistant Cataloguer
- MALONE, EVA CANDLER, A.B. 804 Third Street
Cataloguer in Charge of the Biology Library
- MERRITT, GERTRUDE, A.B. 3 Bickett Apartments
Assistant in the Order Division
- MORGAN, KATHERINE, A.B. 903 Shepherd Street
In Charge of the Physics Library
- MYERS, MILDRED FLORENCE, A.B., B.S. in L.S. 1004 Markham Avenue
Cataloguer
- OYLER, HELEN, A.B., B.S. in L.S. 1004 Markham Avenue
Cataloguer
- PARKER, WIXIE ELMA, A.B., B.S. in L.S. 403 Erwin Apartments
Chief of the Periodical Division
- PARKS, LOIS FERRY, MRS., A.B. 6 Ambassador Apartments
Assistant in the Manuscript Division
- PARSONS, MARGARET ELINOR Alspaugh House, East Campus
Secretary in the Order Division
- PERKINS, LILA CROSS, MRS. 203 Erwin Apartments
Assistant in the Periodical Division
- RAMAGE, MARY ALLENE, A.B., B.A. in L.S. 901 Fifth Street
In Charge of Newspapers
- RIVERA, RUDOLFO OSVALDO, A.B., A.M. Duke Station
Assistant in the Reference Division

- SEABOLT, RUTH, A.B. 19 Ambassador Apartments
Cataloguer
- STARLING, MARY LEE, A.B., A.M. 813 Buchanan Road
In Charge of the Graduate Reading Room
- WALKER, HERMAN, JR., A.B. Duke University Station
Assistant in the Circulation Division
- WESCOTT, MARY, A.B., B.S. 1004 Markham Avenue
First Assistant in the Cataloguing Division

WOMAN'S COLLEGE LIBRARY

MRS. LILLIAN BAKER GRIGGS, B.A. in L.S.

Librarian

510 Buchanan Road

- BALDWIN, GRAYSON, A.B., B.S. 904 Vickers Avenue
Assistant in the Order Division
- GRANT, ETTA BEALE, A.B., B.S. 1025 Monmouth Avenue
Cataloguer
- HARRISON, EVELYN JENNINGS, A.B. 806 Third Street
Chief of the Order Department
- MONTGOMERY, MARGARET ELIZABETH, A.B.
Chief of the Reference and Periodical Departments
205 Faculty Apartments, East Campus
- RIGGSBEE, CLARA WARD, A.B. 1505 W. Chapel Hill Street
Assistant in the Circulation Department
- SPENCE, MARY ELIZABETH, A.B. Jarvis House, East Campus
Assistant in the Cataloguing Department
- TURNER, MARTHA ELIZABETH, A.B., B.S. 1025 Monmouth Avenue
Assistant Librarian in Charge of Cataloguing
- WOODALL, EVA AVERY, A.B. 901 Fifth Street
Chief of the Circulation Department

LAW LIBRARY

WILLIAM ROBERT ROALFE, LL.B.

Librarian

West Campus

- CARPENTER, ANNIE LAURIE 718 W. Chapel Hill Street
Secretary to the Librarian
- COVINGTON, MARY, A.B., LL.B. Bassett House, East Campus
Research Librarian

DAY, KATHERINE, B.S.
Assistant Cataloguer

702 Buchanan Road

LONG, MARIANNA, A.B., B.A. in L.S.
Head Cataloguer

407 Watts Street

DUKE HOSPITAL LIBRARY

FARRAR, JUDITH, A.B., B.L.S.
Librarian

117 Faculty Apartments
East Campus

GENERAL STATEMENT

Duke University offers in Trinity College and the Woman's College three academic degrees for undergraduate work: bachelor of arts, bachelor of science, and bachelor of science in civil, electrical, or mechanical engineering. Nine groups of studies lead to the degree of bachelor of arts and two groups of studies lead to the degree of bachelor of science. These groups are designated by Roman numerals in the order in which they are described. For a description of these groups see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Arts."

For a description of the groups of studies leading to the degree of bachelor of science see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Science and Bachelor of Science in Civil, Electrical, or Mechanical Engineering."

TRINITY COLLEGE

Trinity College is the undergraduate college for the men of Duke University and is situated on the West Campus along with the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, and the School of Religion. The Department of Engineering is situated on the East Campus, apart from the Woman's College.

The regulations governing the undergraduate men of Trinity College are published in subsequent sections of this catalogue.

THE WOMAN'S COLLEGE OF DUKE UNIVERSITY

The Woman's College of Duke University is a college of arts and sciences within the University which provides for the instruction of undergraduate women as Trinity College provides for the instruction of undergraduate men.

In September, 1930, the East Campus, a hundred and twenty acres in extent, with a well-equipped plant including twelve new buildings, was given to the women, thus offering the advantages of a separate college for women with its own

distinct life and at the same time, through close association with the larger University life, preserving some of the best features of co-education. It is the aim of the College to make it possible for a woman to take all of her work, if she so wishes, on the woman's campus. However, all courses in the University are open to qualified women students and they may enter courses given on the West Campus which are not given on the East.

The East or woman's campus is situated about a mile and a quarter from the West Campus. There is a private road connecting the two. For those members of the faculty and students who do not wish to walk or use private methods of conveyance, buses run at frequent intervals and at special rates. Resident undergraduate women are not allowed to have automobiles with them at college.

The teachers of the College, many of whom teach also in Trinity College, are members of the University faculty and are selected in coöperation with the several departments of instruction just as in the case of teachers for Trinity College, thus assuring a uniform educational standard. Graduates of the Woman's College, as graduates of all other colleges and schools within the University, receive their degree from Duke University.

Residence Houses. Four new dormitories built especially for women and newly and attractively furnished were opened in September, 1930. In each house, serving as a center for the social life of the house, are a large living-room and three small reception rooms.

All undergraduates from out of town are required to live in the residence houses, and no student under twenty-one is permitted to live in the town unless with near relatives. An older woman who wishes to live in town may make special arrangement with the Dean. Graduate students are welcomed in the dormitories, and special regulations are made for their convenience.

The Union. Connected with the dormitories by arcades is the Union, which includes dining-rooms for students and faculty, a lounge, and other rooms for various student activities. Because of the large number of those served at the Union dining hall it is not possible to arrange special diets for individual students. Special diet for the sick is served in the infirmary.

The Library. The Woman's College Library, a beautiful building especially for the use of undergraduate women, contains all books for freshmen and sophomore work, many books for more advanced study, and material for general reading. For research and for certain advanced courses the students use the University Library on the West Campus. An attractive feature of the library is the Booklovers' Room, comfortably furnished, where on open shelves students may find the newest books in various fields.

ADMISSION TO COLLEGE

GENERAL REGULATIONS

Admission to Trinity College and to the Woman's College of Duke University is on a selective basis, dependent upon the ability, attainments, and character of the applicant. No student is admitted until the Council on Admissions has received for him a scholastic record from school or college, a certificate of vaccination and of good health, and satisfactory evidence of good character and ability. A personal interview with each applicant is regarded as desirable. This is of advantage not only to the Council but also to the applicant, since it enables him to acquaint himself to some extent with the University and to discuss possible courses of study.

Certain days are announced in the University Calendar each year for the registration, classification, and sectioning of students. Those students who are admitted later than the dates announced must pay to the Treasurer five dollars additional for the privilege of matriculation.

Since the enrollment in the undergraduate colleges is limited, an early application is desirable. Application blanks will be sent upon request, and they should be returned as soon as possible.

All correspondence relating to admission of men should be addressed to the Secretary of Duke University, Duke Station, Durham, North Carolina; and all correspondence relating to the admission of women should be addressed to the Dean of the Woman's College, College Station, Durham, North Carolina.

UNITS OF ADMISSION

The academic requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pursued throughout an academic year at an accredited secondary school, if the course has demanded five recitations a week and the prescribed amount of work has been completed satisfactorily. Credit for fifteen units is required for admission.

The subjects in which this credit may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

UNITS		UNITS	
English	4	Botany	1
Latin	4	Zoölogy	1
Greek	3	General Biology	1
German	3	Physical Geography	1
French	3	General Science	1
Spanish	3	Agriculture	2
Mathematics	4	Mechanical Drawing	2
History and Civics	4	Woodwork, Forging, and	
Physics	1	Machine Work	2
Chemistry	1	Household Economics	2
		Commercial Subjects	3

For a detailed explanation of the units in the table above, see the definitions as set forth by the Southern Association of Colleges and Secondary Schools and other Regional Associations.

ADMISSION BY CERTIFICATE

Applicants able to submit certificates of proficiency from accredited schools in subjects accepted for admission to the freshman class will be admitted without examination. These certificates must be properly made out on the regular blanks furnished by the University, signed by the principal of the school from which the applicant comes, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes.

At least twelve of the fifteen units required for admission must come from the following:

UNITS		UNITS	
English	3 to 4	Science	1 to 4
Mathematics	2½ to 4	Foreign Language	2 to 6
History and Social Studies	1 to 4		

These twelve units must include three in English and two and one-half in mathematics. The units in mathematics must include algebra through quadratics and plane geometry. Not less than two units in a foreign language are acceptable.

The three additional units necessary to make the required fifteen may come from the list above or from the larger table of units of admission.

ADMISSION BY EXAMINATION

Students who present fifteen units for admission from schools not accredited by the University, and students who present the proper units but whose grades are not acceptable are required to validate their units by entrance examinations in English and in mathematics and such other tests as the University may prescribe, including the test required by the North Carolina College Conference.

Students who have not the required units in English or in mathematics but who are otherwise acceptable must, before admission, clear this deficiency by entrance examinations.

ADMISSION TO ADVANCED STANDING

Students may be admitted to advanced standing from other approved institutions under the following conditions: All applicants must have fulfilled the equivalent of the requirements for admission to the freshman class, must present official certificates of all work done in other institutions, and have honorable dismissal from the institutions they previously attended.

Applicants for advanced standing should present, so far as possible, subjects corresponding to those required at Duke University. Students admitted to advanced standing may not during their first semester elect more than the minimum number of hours required of the class which they enter except by permission of the Dean. Further, in addition to other requirements, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of work approved for seniors, with an average grade of "C," is required of all candidates for the bachelor's degree.

Students who have transferred from other colleges must, in order to make their provisional classification final, pass during their first year of residence not less than the equivalent of four year courses with an average grade of "C" or higher.

The date for the registration and classification of students with advanced standing from other institutions is announced in the University Calendar. Students who are admitted later than this date are required to pay to the Treasurer five dollars additional for the privilege of matriculating.

FRESHMAN WEEK

The week immediately preceding the opening of college is set aside for the induction of freshmen. During this period health examinations, psychological tests, and placement tests are given, on the basis of which freshmen are sectioned in English, mathematics, and foreign languages. The freshmen are divided into groups for instruction in the use of the library, in the regulations of the student body, and in all matters pertaining to the adjustment of the individual to a new environment. Attendance upon these exercises is required of all freshmen.

SPECIAL STUDENTS

Students of mature age not fully prepared to enter the freshman class may be admitted as special students and allowed to enroll for such work as they are prepared to carry. Further, they are required to take fifteen hours of class work a week.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

GENERAL REGULATIONS

The requirements for the degree of bachelor of arts are designed to give the students such training in certain fundamental subjects as is essential for intelligent, educated citizens. The requirements also provide the opportunity for as wide an election as possible from courses of study which are both interesting and practically helpful in connection with vocations the students plan later to pursue.

Credit for one hundred and twenty-two semester-hours, on which an average grade of "C" must be made, is required for the degree of bachelor of arts in all groups. In addition to these requirements all candidates for the bachelor of arts must complete, with an average grade of "C" or better, physical education to the equivalent of six semester-hours. In Trinity College the physical education requirement is completed by the end of the sophomore year; in the Woman's College, by the end of the junior year.

The Faculty has authorized the groups of studies below for the guidance of students in selecting the work required for graduation. A student is free to choose any group he may desire. The several groups are designed to be of special value in a chosen profession and at the same time to provide a well-balanced course of study. Some of the work in each group is left entirely to the choice of the student. With the approval of the Dean a student may at any time transfer from one group to another. In such transfers, work done in one group and not prescribed in the other will count as general elective credit in the group to which the transfer is made, but all the work prescribed in the new group must be completed before the student can be graduated.

No student is permitted to take less than fourteen semester-hours of work without special permission from the Dean; to

take more than the normal load of work (fourteen to seventeen semester-hours) unless his average grade in the preceding semester is higher than "C"; or, under any conditions, to take more than nineteen semester-hours of work, exclusive of required physical education.

On or before May 1 of each year every student is required to designate the group in which he plans to graduate and to arrange his program of courses for the ensuing year. All students, when choosing courses, are urged to seek the advice of instructors in whose departments they expect to receive instruction. No course card is valid until it has the approval of the Dean.

SPECIAL REGULATIONS

The following special rules applying to the selection of courses are authorized by the Faculty:

Candidates for the degree of bachelor of arts whose courses of study permit may elect work from the following subjects: law, not to exceed eighteen semester-hours; engineering, not to exceed eighteen semester-hours; forestry, not to exceed eighteen semester-hours. The courses elected must be those approved by the Council on Undergraduate Instruction as appropriate for the bachelor of arts degree and published in the Bulletin of Undergraduate Instruction. The classification of these courses, as they affect divisions of concentration and restricted electives, is left to the student's major adviser and to the Dean.

No senior may take for graduation credit any course primarily open to freshmen; and no junior may take for graduation credit more than one course primarily open to freshmen. A list of these courses is published in the BULLETIN under *Courses of Instruction*.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course must first be approved by the head of the department concerned and by the Dean.

MINIMUM UNIFORM REQUIREMENTS FOR ALL GROUPS

The following requirements are authorized for all groups:

	S.H.
English Composition*	6
Natural Science**	8
Economics, History, or Political Science***	6
Foreign Language****	12-18
Religion	6

Of these minimum requirements, at least three courses, including English and foreign language, should be taken in the freshman year, and all of them, except foreign language and religion, by the end of the sophomore year.

The courses primarily open to freshmen and the courses that will satisfy the requirements in history, science, and religion are listed under *Courses of Instruction*.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF ARTS GROUP I

GENERAL

This group is based on the traditional requirement for the degree of bachelor of arts. Students who choose it are required to complete the minimum uniform requirements for graduation; forty-two semester hours in a division of concentration; eighteen semester-hours of restricted electives in the other divisions; and free elective work sufficient to complete, with an average grade of "C," the one hundred and twenty-two semester-hours

* This requirement is normally met by the completion of English 1-2. However, a freshman who satisfies the Department of English of his superior ability in composition may substitute another English course for English 1-2. If a student fails to pass English 1-2 with a grade of C or better, he must complete three additional semester-hours of composition.

** A student who does not present for entrance an acceptable unit of science must take sixteen semester-hours of science for graduation.

*** A student who does not present for entrance two acceptable units of history (exclusive of other social science work) must take history as his required work; otherwise, he may fulfill this requirement in any one of the three subjects.

**** A student must pursue a language through the equivalent of the third college year and he must gain at least twelve hours of credit in this language in college. Thus, a freshman able to enter the second college year of a language he has pursued in secondary school may complete his language requirement in two years; and if he is able to enter the third year of that language, he must still continue it for two years in order to gain his twelve hours. If he desires to study a language in which he does not present two entrance units, he enters the first year of the language and completes his requirement in three years. However, if a freshman presents for entrance four units of Latin, he may satisfy his language requirement by taking two years of Greek or two years of Latin.

necessary for graduation. The departments of instruction, for purposes of concentration, are grouped in three divisions:

Humanities: English, Fine Arts, German, Greek, Latin, Philosophy, Romance Languages.

Social Science and History: Economics and Political Science, Education, History, Religion, Sociology.

Mathematics, Psychology, and Natural Science: Biology, Chemistry, Mathematics, Physics, Psychology.

The forty-two semester-hours in the division of concentration must be distributed as follows: eighteen to twenty-four semester-hours in a major department and eighteen to twenty-four semester-hours in at least two other departments of the same division, with a minimum of six semester-hours in each department. If only eighteen hours of work is taken in the major department, this work must not include any course primarily open to freshmen.

For purposes of concentration certain courses listed in the same department are reckoned as being in different departments; namely, courses in economics and political science, courses in French and Spanish, courses in botany and zoölogy. Further, a student taking his major work in English literature may count courses in English composition, dramatic technique, or public speaking as part of his restricted elective in the same division.

The eighteen semester-hours of restricted electives must be taken in the two divisions not chosen for concentration, with a minimum of six semester-hours each in any two departments of these divisions.

The remaining hours necessary for graduation, after the minimum uniform requirements, the division of concentration, and the restricted electives are satisfied, are open as free electives. These hours may vary from seven to twenty-four, but with most students they will probably be fifteen to twenty-one. For this work the student may elect any courses in which he is interested, provided he may not elect more than eight semester-hours in his major department and provided he is qualified for admission to them.

On or before May 1 of each year every freshman in the general group should designate his division of concentration and his major department, and arrange under the guidance of an

instructor in the major department his program of studies for the following year. The student is at liberty to choose for his counsellor any instructor in his major department who gives advanced courses. He should obtain the instructor's written approval of all courses selected in the division of concentration before submitting his program to the Dean for final action. In like manner, upperclassmen will re-check their courses in their divisions of concentration each year with representatives of their major departments.

GROUP II

BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Economics A, Mathematics 3.

Sophomore Year: Economics 51-52 and 57-58.

Junior Year: Economics 143-144, 105-158 (or 171-172), Political Science 101-102, Psychology 101.

Senior Year: Economics 203-236, six additional hours of Economics approved for seniors, Business Law 181-182.

At least twelve semester-hours of the electives must be chosen from subjects other than that of Economics and Business Administration.

All elective work in Economics or Political Science must be approved in writing by some instructor offering advanced work in the department.

GROUP III

RELIGION

This group is designed for students who plan to enter the ministry or other religious work as a vocation after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Religion 1-2.

Sophomore Year: Religion (6 hours), Economics 51-52 or Political Science 101-102, English Literature.

Junior Year: Religion (6 hours), Psychology* (6 hours).

Senior Year: Religion** (12 hours), Sociology (6 hours), Philosophy (6 hours).

GROUP IV

PRE-MEDICAL

This group is designed for students who intend to pursue the study of medicine after graduation from college. The required work consists of the minimum uniform requirements and the courses specified below. German, including course 107-108, is the required foreign language in this group. Any one of the elementary courses in science specified below will fulfill the minimum uniform requirement in science.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Chemistry 1-2, Mathematics 3, Zoölogy 1-2.

Sophomore Year: Chemistry 61-70 or 151-152, Physics 65-66, Zoölogy (4 hours).

Junior Year: Chemistry 151-152 (if not taken in the sophomore year), Zoölogy (4 hours recommended).

Senior Year: Laboratory Science (14 hours), Psychology (6 hours).

GROUP V

COLLEGE TEACHING

This group is designed for students who plan to do work in a graduate school and teach in college. The required work consists of the minimum uniform requirements and the work specified below:

French and German through the second year of college work. Since one of these languages may be taken through the third year of college work to satisfy the minimum uniform requirements, only the one not taken thus must be chosen to meet the conditions of this group.

Twenty-four semester-hours of work in the major subject, exclusive of work in the subject offered primarily for fresh-

* Three semester-hours must be in Psychology 101.

** Not more than six semester-hours of electives may be taken in the Department of Religion.

men; twelve semester-hours of work in related subjects approved by the student's departmental adviser; twelve semester-hours in education, philosophy and psychology, or in any one, not including any courses in secondary or elementary school methods.

Elective work, not to be taken in the major department, sufficient to complete the one hundred and twenty-two semester-hours necessary for graduation.

At least twelve semester-hours of the work taken in the senior year must be in courses open only to seniors and graduates.

GROUP VI

PUBLIC SCHOOL TEACHING

This group is designed for two classes of students: (A) those who plan to teach in secondary schools; (B) those who plan to teach in elementary schools.

The required work consists of the minimum uniform requirements and the requirements listed under one of the classes below, according as the student expects to teach in a secondary school or in an elementary school.

CLASS A: SECONDARY SCHOOL TEACHING

Students in this class are required to take:

Eighteen semester-hours in education, of which three semester-hours may be in general psychology. The work in education must include three semester-hours in directed observation and practice teaching, three semester-hours in educational psychology, and three semester-hours in secondary education.

Six semester-hours, three each, in materials and methods, in two fields of high school teaching.

Work in the subject matter of the two subjects the student intends to teach, sufficient to satisfy the minimum requirements as listed in the table below:

English, twenty-four semester-hours, to include the six of required work in composition, six in English literature, and six in American literature.

French, eighteen semester-hours, based on the usual two units for admission.

German, Spanish, and Greek, the same requirements as for French.

History, eighteen semester-hours, including six each in American, ancient and mediaeval, and modern European history, and nine semester-hours of economics and political science, with at least three in each. It is recommended to prospective teachers of history and related subjects that they take elective work in sociology and geography.

Latin, eighteen semester-hours, based on the traditional four units for admission.

Mathematics, fifteen semester-hours.

Physical Education, twelve semester-hours.

Science, thirty semester-hours, including elementary courses in biology, chemistry, physics, and geography or geology.

A student may prepare to teach only one high school subject by taking a major of twenty-four semester-hours in that subject (Physical Education excepted) in addition to the general required work in Class A, the required work in education and psychology, and the specifically required work in directed observation and materials and methods in the subject chosen.

Elective work sufficient to complete the one hundred and twenty-two semester-hours for graduation. It is recommended that the elective work be chosen in the two subjects the student is preparing to teach and in the division of social science, provided the total amount of work taken in any department may not exceed the total allowed in Group I.

Students who are preparing to teach are warned to read carefully the certification rules of the state in which they are going to teach and to advise fully with the Dean before electing courses in subjects they are preparing to teach. They are further warned to take their professional courses in the order outlined by the Department of Education, reserving for their senior year courses in materials and methods and in directed observation and practice teaching.

At least twelve semester-hours of the work in the senior year must be in courses open only to seniors or to seniors and graduates.

CLASS B: ELEMENTARY SCHOOL TEACHING

Students in this class conform to the general requirements of Group I. Education is treated as a major department, and the social science division as the division of concentration. In addition to the general requirements of Group I, the following specific requirements must be met:

	S.H.
English	3 or 6
American History	6 or 9
Geography	6
Physical Education and Hygiene	6

These special requirements are reckoned in each case as a part of the appropriate division of concentration. The student in Class B should take Education 8 in the first semester of his freshman year and advise with the department as to an appropriate course for the spring semester. In all other particulars his course follows the general group for the first year.

The following arrangement of courses is recommended for freshmen entering the teaching group. The work for the following years will be arranged by the Department of Education.

FRESHMAN YEAR

	S.H.
English	6
Foreign Language	6
Science	8
History or elective*	6
Education or elective**	6

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GROUP VII

PRE-LEGAL

This group is designed for students who expect to study law after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: History 1-2.

Sophomore Year: Economics 51-52, History 91-92.

Junior Year: Economics 101-102, English 151-152 (3 or 6 hours), Psychology (6 hours).

Senior Year: Economics (6 hours from courses approved for seniors), History 123-124.

* History is an alternate with economics in the minimum requirements when the student presents two units of history for admission.

** Students in Class B should take Education 8 the first semester and follow it with the course approved by the Department of Education the second semester; students in Class A may follow the same plan or take any of the electives authorized for the general group.

The electives in this group should be taken so as to conform as nearly as possible to the general plan of concentration, with economics, political science, philosophy, psychology, history, and law listed as preferred subjects. However, not more than eighteen semester-hours, in addition to required work, may be taken in any one of these subjects.

At least twelve semester-hours of the electives in the senior year must be senior-graduate courses.

GROUP VIII

SOCIAL SERVICE

This group is designed for students who purpose after graduation to pursue studies in order to engage in practical social welfare work; such as family welfare, child welfare, public welfare, probation and parole, and similar forms of neighborhood and community work. The required work consists of the minimum uniform requirements and the courses specified below. Zoölogy is recommended for the required course in science.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: History 1-2.

Sophomore Year: Economics 51-52, Sociology (6 hours).

Junior Year: Philosophy (6 hours), Political Science (6 hours), Psychology 101, Sociology (6 hours).

Senior Year: Economics (6 hours), Psychology (6 hours), Sociology (6 hours).

The electives should be chosen from history, economics and political science, education, sociology, philosophy, psychology, and religion, but not more than thirty-six hours may be taken in any one department.

The subjects required for the junior and senior years may be transposed according to the courses available in any particular year.

GROUP IX

HONORS

The purpose of this group is to provide superior students with the opportunity for intensive and independent study in particular branches of knowledge. The basis of admission to this

group is recommendation after the freshman or sophomore year. A student wishing to do honors work normally enters the general group in the freshman year. At the end of the year (in some departments at the end of the sophomore year), he may be recommended as being able to do honors work in a particular department. The student may then choose to pursue the honors course in the department recommending him and to qualify to graduate in the honors group.

The required work in the honors group consists of the minimum uniform requirements, fifty-six semester-hours of work in the honors and related departments, and elective work sufficient to complete the semester-hours necessary for graduation in departments other than the honors department.

For a description of honors courses, together with a statement of the plan of admission to them, the student should consult the *BULLETIN of Honors Courses in Duke University*.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

GENERAL REGULATIONS

The general regulations governing the requirements for the degree of bachelor of science are the same as those for the degree of bachelor of arts.

SPECIAL REGULATIONS

The following special rules applying to the selection of courses are authorized by the Faculty:

No senior may take for graduation credit any course primarily open to freshmen; and no junior may take for graduation credit more than one course primarily open to freshmen. A list of these courses is published in the *BULLETIN* under *Courses of Instruction*.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of science in Duke University may be done in another institution of approved standing, and this course must first be approved by the head of the department concerned and by the Dean.

MINIMUM UNIFORM REQUIREMENTS FOR ALL GROUPS

The following requirements are authorized for all groups:

	S.H.
English Composition*	6
Natural Science**	16
Economics, History, or Political Science***	6

* This requirement is normally met by the completion of English 1-2. However, a freshman who satisfies the Department of English of his superior ability in composition may substitute another English course for English 1-2. If a student fails to pass English 1-2 with a grade of C or better, he must complete three additional semester-hours of composition.

** All candidates for the degree of bachelor of science must complete eight semester-hours in each of two elementary sciences.

*** A student who does not present for entrance two acceptable units of history (exclusive of other social science work) must take history as his required work; otherwise, he may fulfill this requirement in any one of the three subjects.

French**** (second college year)	6-12
German**** (second college year)	6-12
Mathematics	6
Religion	6

Of these minimum requirements, at least three courses, including English and foreign language, should be taken in the freshman year, and all of them, except foreign language and religion, by the end of the sophomore year.

The courses primarily open to freshmen and the courses that will satisfy the requirements in history, science, and religion are listed under *Courses of Instruction*.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE GROUP I

GENERAL

Students who choose this group are required to complete the minimum uniform requirements for graduation; forty-eight semester-hours in the division of mathematics, psychology, and natural science, of which not less than twenty-four nor more than thirty-two semester-hours may be taken in a major department; and free elective work sufficient to complete, with an average grade of "C," the one hundred and twenty-two semester-hours necessary for graduation.

The student's major work must be in botany, chemistry, forestry, mathematics, physics, psychology, or zoölogy.

Not more than eight semester-hours of free electives may be taken in the major department.

On or before May 1 of each year every freshman in the general group should designate his major department in the division and arrange under the guidance of an instructor in the major department his program of studies for the following year. The student is at liberty to choose for his counsellor any instructor in his major department who gives advanced courses. He should obtain the instructor's written approval of all courses selected in the division before submitting his program to the Dean for final action. In like manner, upperclassmen will check their courses in the division each year with representatives of their major department.

**** All candidates for the degree of bachelor of science must complete at least the second year of both college French and college German or their equivalent as determined by examination.

GROUP II

PRE-FORESTRY

This group of studies is designed for students who enter college with the purpose of going into forestry as their profession after graduation. The first three years are given very largely to fundamental and auxiliary subjects basic to a proper understanding of the more highly specialized work in technical forestry, which requires two or three additional years, depending upon the student's choice and the quality and amount of work that he does.

Students who are planning to become foresters and who have satisfactorily completed the work of the freshman, sophomore, and junior years of the pre-forestry curriculum will be required to take the summer field work consisting of six weeks of surveying and six weeks of forestry before they can continue in certain advanced forestry courses. The required work consists of the minimum uniform requirements and the courses specified below. Specified courses in elementary science and in mathematics may be taken also in fulfillment of the minimum uniform requirements.

The following arrangement of specified courses is recommended for the students electing this group:

Freshman Year: Botany 1-2, Engineering Drawing, Physics 1-2.

Sophomore Year: Botany 104, Botany 52, English Composition or Technical Writing (3 hours), Geology (or elective), Mathematics (through trigonometry, 6 hours).

Junior Year: Botany 152, Botany 156, Chemistry 1-2, Principles of Forestry, Forest Tree Characteristics and Identification.

Summer Field Work, 12 weeks (to include six semester-hours of Surveying 10-11 and six semester-hours of Forest Surveying and Forest Mensuration) is prerequisite to certain advanced courses in forestry. The work in Forest Surveying and Forest Mensuration will probably not be offered before the summer of 1935.

Senior Year: The minimum uniform requirement in religion and history or economics and political science is recommended for the senior year. The other courses are elective, mainly in forestry.

All elective courses should be selected in consultation with the Forestry Staff.

Students entering without any foreign language must take the second year of one foreign language and the first year of the other foreign language in the sophomore year.

If the student fails to present two entrance units in history, he must take history as his required subject; otherwise, he should take economics.

Qualified students who desire to obtain professional training in forestry in one additional year of graduate study are advised to consult the Forestry Staff (see *Special Bulletin* concerning suggested six and five-year plans).

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GENERAL STATEMENT

The studies for the degree of bachelor of science in civil, electrical, or mechanical engineering are designed for students who are preparing for civil, electrical, or mechanical engineering as a profession, and lead to the following degrees: B.S. in C.E., B.S. in E.E., and B.S. in M.E.

Each of these degrees requires one hundred and thirty-eight semester-hours of work of which one hundred and twenty-two must be completed with an average grade of "C." Six semester-hours of electives must be taken in the department of economics and political science and six semester-hours in religion. If a foreign language is elected, it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

Prospective students in engineering should note that immediately after the final freshman examinations in May or June they are required to attend a three-weeks' course in plane surveying given under the direction of the Summer School.

ADMISSION TO ENGINEERING COURSES

An applicant for admission to the freshman class in engineering must have completed at least fifteen units of preparatory work, partly in required and partly in elective subjects. A unit represents a year of work in a subject in an accredited secondary school, provided the work done in that subject is approximately one-fourth of the annual amount of work regularly required in the school.

Due to lack of uniformity in various states as to the subject matter covered by the various units in algebra and the consequent variation in the work done by freshmen in advanced algebra, it has become necessary to adopt the College Entrance

Examination Board's definition of these units and to require each prospective student to take a placement examination in algebra during Freshman Week. Students who validate by examination one and one-half units (algebra through quadratics, binomial theorem and progressions) which are offered for admission or two units (algebra through quadratics, binomial theorem, progressions, simultaneous equations in three unknowns, graphs, exponents and radicals, and logarithms) will be placed in Mathematics 10 (5 hours a week, each semester). Those who validate by examination only one unit of the offering in algebra (*i.e.*, to quadratics) will be placed in Mathematics 11 (6 hours a week, each semester). Those who do not validate by examination at least one unit of their offering in algebra will not be allowed to pursue a course in engineering. Certificates from the College Entrance Examination Board (431 W. 117th Street, New York) will be accepted in lieu of the placement examination. Prospective students may gain a general idea of the type of examination to be given here from old examinations of the College Board published by Ginn and Company, New York.

Required Units

English	3 units
German or French or Latin	2 units
Physics or Chemistry (required Sept. 1932 and after)	1 unit
History	1 unit
*Algebra	1½ or 2 units
Plane Geometry	1 unit

Elective Units

In addition to the above required units, sufficient elective units must be offered to make a total of fifteen. It is recommended that these electives be chosen from the following list:

*Algebra (College Board "B")	½ unit
Solid Geometry	½ unit
*Trigonometry	½ unit
†German or French or Latin or Spanish or Greek	1 to 4 units

* Examination required to validate offering.

† One elective unit in any of the above languages will be accepted for admission provided the language requirement has been satisfied without it. As many as four units will be accepted in any one of these languages.

History or Civics (not the required unit) 1 to 3 units
 Physics or Chemistry or Biology (not the
 required unit) 1 or 2 units

For other elective units see the list of elective units acceptable for the A.B. degree.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GROUP I

CIVIL ENGINEERING

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 10 or 11	5	Mathematics 10 or 11	5
Drawing 1-3	3	Drawing 2-4	3
Physical Education	—	Physical Education	—
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

English	3	English	3
Mathematics 25	4	Mathematics 30	4
Physics 3	5	Physics 4	5
Surveying 11	2	Mechanics 6	5
Highways 15	3	Physical Education	—
Physical Education	—		17
	17		

Junior Year

Strength of Materials 107	4	Hydraulics 108	4
Curves and Earthwork 113	2	Curves and Earthwork 114	2
Structures 131	4	Structures 132	4
Highways 117	2	Materials 118	2
Engineering Elective	3	Engineering Elective	3
Elective	3	Elective	3
	18		18

Senior Year

Hydraulic Eng. 123	4	Hydraulic Eng. 124	4
Concrete 133	3	Concrete 134	3
Railroads 119	3	Railroads 120	2
Seminar 137	1	Astronomy 112	2
Electives	6	Seminar 138	1
	—	Electives	6
	17		—
			18

GROUP II

ELECTRICAL ENGINEERING

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
	S.H.		S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 10 or 11	5	Mathematics 10 or 11	5
Drawing 1-3	3	Drawing 2-4	3
Physical Education	—	Physical Education	—
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Physics 3	5	Physics 4	5
English	3	English	3
Mathematics 25	4	Mathematics 30	4
Steam Engineering 85.....	2	Mechanics 6	5
Mechanism 81	2	Physical Education	—
Physical Education	—		17
	16		

Junior Year

Prin. of Elec. Eng. 151	4	Prin. of Elec. Eng. 152	4
Strength of Materials 107.....	4	Hydraulics 108	4
Differ. Equations 231	3	Elec. Measurements 102	3
Heat Eng. 187	3	Heat Eng. 188	3
M. E. Lab. 199	1	M. E. Lab. 200.....	1
Elective	3	Elective	3
	—		—
	18		18

Senior Year

Adv. D. C. Mach. 155	3	Alt. Cur. Machinery 258	6
Adv. Alter. Currents 257	3	Elec. Power Stations 158	3
Elec. Power Transmission 159..	3	High Freq. Currents 262	3
High Freq. Currents 261	3	Electives	6
Electives	6		—
	—		18
	18		

GROUP III

MECHANICAL ENGINEERING

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
	S.H.		S.H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 10 or 11	5	Mathematics 10 or 11	5
Drawing 1-3	3	Drawing 2-4	3
Physical Education	—	Physical Education	—
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

English	3	English	3
Mathematics 25	4	Mathematics 30	4
Physics 3	5	Physics 4	5
Mechanism 81	2	Mechanics 6	5
Steam Engineering 85	2	Constructive Processes 80	1
Constructive Processes 79	1	Physical Education	—
Physical Education	—		18
	17		

Junior Year

Strength of Materials 107.....	4	Hydraulics 108	4
Machine Design 183	3	Machine Design 184	3
Heat Engineering 187	3	Heat Engineering 188	3
M. E. Laboratory 189	2	M. E. Laboratory 190	2
Electrical Engineering 153.....	3	Electrical Engineering 154	3
Elective	3	Elective	3
	—		—
	18		18

Senior Year †

Power Plants 191	3	Power Plants 192	3
M. E. Laboratory 193	2	M. E. Laboratory 194	2
Heating and Ventilation 195	3	Refrigeration 196	3
Aeronautics 197	3	Inter. Combust. Engines 198 ...	3
Electives	6	Electives	6
	<hr/>		<hr/>
	17		17

† Will be offered in 1933-1934.

COURSES OF INSTRUCTION

Note: Courses primarily for freshmen are numbered from 1 to 49; those primarily for sophomores are numbered from 50 to 99; those primarily for juniors and seniors from 100 to 199; those primarily for seniors and graduates from 200 to 299. The amount of credit for each course is given in semester-hours following the description of the course.

The designation (W) or (E) indicates that the course is to be given on the West Campus or on the East Campus. The designation (W & E) indicates that the course will be given on each campus.

Odd-numbered courses are offered in the fall semester and even-numbered courses are offered in the spring semester. Double numbers indicate that the course is a year course and must be continued throughout the year if credit is received.

COURSES OPEN PRIMARILY TO FRESHMEN

Botany 1-2	History 1-2
Chemistry 1-2	Latin 1-2, 3, 4, 11, 12, 15, 16
Economics A	Mathematics 1-2, 3
Education 8, 10	Physics 1-2
English 1-2	Religion 1-2
French 1-2, 3-4	Spanish 1-2, 3-4
German 1-2, 3-4	Zoölogy 1-2

DEPARTMENT OF BIOLOGY

PROFESSORS PEARSE, BLOMQUIST, CUNNINGHAM, HALL, HARGITT, KORSTIAN, AND WOLF; ASSISTANT PROFESSORS ADDOMS, GRAY, HOPKINS, AND MAUGHAN; DR. KRAMER; MESSRS. CREAGER, JENKINS, AND WILLIAMS; AND ASSISTANTS.

BOTANY

1. Introductory Botany.—A general course dealing with plants. Two laboratory periods and two conference periods each week. **4 s.h.** (W & E)
STAFF

2. Introductory Botany.—A general course which may be taken as a continuation of Botany 1. Two laboratory periods and two conference periods each week. **4 s.h.** (W & E)
STAFF

51. Growth.—Experimental studies in the growth and propagation of plants. Laboratory, conferences, and lectures. Prerequisite, Botany 1 and 2. **3 s.h.** (W & E)

ASSISTANT PROFESSOR ADDOMS AND DR. KRAMER

52. Local Flora.—Practice in the identification and classification of plants. Prerequisites, Botany 1 and 2. **4 s.h. (w)**

PROFESSOR BLOMQUIST

53. General Bacteriology.—Laboratory and lectures. **4 s.h. (w)**

PROFESSOR WOLF

104. Plant Anatomy.—An introduction to general plant anatomy with some reference to cultivated plants. Laboratory and conferences. Prerequisites, Botany 1 and 2. **4 s.h. (w)**

ASSISTANT PROFESSOR ADDOMS

152. Plant Physiology.—A study of the principal physiological processes of plants and the physico-chemical principles underlying these processes. Laboratory and lectures. **4 s.h. (w)**

DR. KRAMER

154. Forest Tree Characteristics and Identification.—The characteristics, systematic classification, and identification of the more important forest trees of North Carolina and of the United States. This work, including observations of the time of budding, blossoming, and leafing, is carried on in the laboratory and in the field with the trees in winter and summer condition; development and growth of the individual tree; common occurrence of different species and their rôle in forest types. **4 s.h. (w)**

PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

[Not offered in 1932-33]

156. Plant Ecology.—A study of the principal factors affecting the distribution of plants and the successional relationships of plant communities. Laboratory and lectures. **4 s.h. (w)**

202. Inheritance and Variation.—A study of the principles of inheritance and variation in plants and animals. Laboratory and lectures. Prerequisites, General Botany and General Zoölogy or equivalents. **4 s.h. (w)**

PROFESSOR BLOMQUIST

211. Structure and Classification of Algae.—Laboratory and lectures. **4 s.h. (w)**

PROFESSOR BLOMQUIST

212. Structure and Classification of Liverworts and Mosses.—**4 s.h. (w)**

PROFESSOR BLOMQUIST

213. Structure and Classification of Ferns, Gymnosperms, and Angiosperms.—Laboratory and lectures. **4 s.h. (w)**

PROFESSOR BLOMQUIST

[Not offered in 1932-1933]

221. Structure and Classification of Fungi.—Laboratory and lectures. **4 s.h. (w)**

PROFESSOR WOLF

222. Diseases of Plants.—Special reference to crop plants. Laboratory and lectures. Prerequisites, Botany 1, 2, and 52. **4 s.h. (w)**

PROFESSOR WOLF

224. Forest Pathology.—Special reference to diseases of forest trees. Laboratory and lectures. Prerequisites, Botany 1, 2, and 52. **4 s.h. (w)**

PROFESSOR WOLF

[Not offered in 1932-1933]

225-226. Special Problems.—Hours and credits to be arranged. **(w)**

STAFF

ZOOLOGY

1. General Zoölogy.—A survey of the invertebrates, including a study of structures and their functions, as well as the life histories and relationships of the non-chordates. **4 s.h. (w & e)**

PROFESSOR CUNNINGHAM

2. General Zoölogy.—A survey of the vertebrates and a study of the general principles of animal biology. Prerequisite, Zoölogy 1. **4 s.h. (w & e)**

ASSISTANT PROFESSOR GRAY

51. Comparative Vertebrate Anatomy.—A lecture and laboratory course dealing with the comparative anatomy and evolution of the organ systems of vertebrates. Prerequisite, one year of zoölogy. **4 s.h. (w)**

ASSISTANT PROFESSOR GRAY

52. Vertebrate Histology.—A study of the microscopic structure of normal tissues and organs of the vertebrate body. Some training will be given in the preparation of material for microscopic study. Prerequisite, Zoölogy 41. **4 s.h. (w)**

PROFESSOR HARGITT

73-74. Invertebrate Zoölogy.—A general survey of the anatomy and classification of invertebrates. Prerequisite, Zoölogy 1 and 2. **4 s.h. (w)**

ASSISTANT PROFESSOR HOPKINS

107. Evolution and Heredity.—Presentation of the principles of Evolution and Heredity and their relation to human affairs. This course does not count as a laboratory science. No prerequisite. **3 s.h. (w)**

PROFESSOR HALL

122. Entomology.—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. Prerequisite, one year of zoölogy. **4 s.h. (w)**

ASSISTANT PROFESSOR GRAY

152. Comparative Physiology.—The primary functions of animals of all groups and a more detailed study of the physiological process in mammals. Prerequisite, one year of zoölogy. **4 s.h. (w)**

PROFESSOR HALL

161. Animal Parasites.—A consideration of animal parasites with particular emphasis upon those infesting man. Prerequisite, one year of zoölogy. **4 s.h.** (w)

PROFESSOR PEARSE

167. Teaching of Zoölogy.—Materials and methods for elementary biology, with the greater emphasis on animal life. Prerequisite, one year of biology. **3 s.h.** (w)

PROFESSOR CUNNINGHAM

192. General Embryology.—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. Prerequisite, one year of zoölogy. **4 s.h.** (w)

PROFESSOR CUNNINGHAM

215. Cytology.—A study of the morphology and physiology of the cell. Prerequisites, Zoölogy 1, 2, and 42, or Botany 1, 2, and 104. **4 s.h.** (w)

ASSISTANT PROFESSOR HOPKINS

219-220. Special Problems.—Students who have had proper training may carry on special work under the direction of members of the faculty. (w)

STAFF

DEPARTMENT OF CHEMISTRY

PROFESSORS GROSS AND WILSON*; ASSISTANT PROFESSORS VOSBURGH AND BIGELOW; DRS. HAUSER, SAYLOR, KIEFER, BROWN, AND HILL;
AND ASSISTANTS.

The courses in the department are planned with the following objects in view: (1) to give students taking chemistry as a required science a thorough knowledge of the elementary principles of the science by studying in the laboratory the more important elements and compounds which have industrial and domestic uses and by surveying briefly the chemical and economic significance of the more important industrial processes; (2) to make provision for the necessary chemical training of scientific and professional students by offering thorough, intensive work in analytical, organic, and physical chemistry; (3) to provide for those students specializing in chemistry as prospective chemists, teachers, or chemical engineers, comprehensive training in higher courses, together with the opportunity to engage in investigations both of an industrial and of a pure-science nature and (for teachers) to do practice teaching.

1-2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One

* On leave of absence, second semester, 1931-1932.

lecture, two recitations, and three laboratory hours, throughout the year. **8 s.h.** (w & e)

PROFESSOR WILSON* WITH PROFESSOR GROSS, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW; DRs. HAUSER, SAYLOR, BROWN, AND HILL; MISS GORMAN, MESSRS. COOK, DEBRUYNE, DICKERSON, GILLASPIE, HAUS AND PEARSON.

61. Qualitative Analysis.—A study of the reactions of acids, bases, and salts in solution as applied to the qualitative analysis of mixtures of inorganic compounds of the more familiar elements. Two lectures and six laboratory hours. Prerequisites, Chemistry 1-2 and college algebra. Old number 21. **4 s.h.** (w & e)

ASSISTANT PROFESSOR VOSBURGH AND MESSRS.
GILLASPIE, METLER, PRIEPKE, AND TARBUTTON

70. Quantitative Analysis.—A number of representative quantitative analyses are carried out in the laboratory, and the underlying theory is taken up in the lectures. Two lectures and six laboratory hours. Prerequisite, Chemistry 61. Analytic geometry and college physics are desirable but not required. Old number 30. **4 s.h.** (w & e)

ASSISTANT PROFESSOR VOSBURGH AND MESSRS.
METLER AND TARBUTTON

81. Household Chemistry.—A course dealing with materials used chiefly in the home. It is open to students who have passed Chemistry 1-2 or who have had elementary chemistry accepted for entrance credit. Two recitations and three laboratory hours. Old number 41. (If called for.) **3 s.h.** (e)

PROFESSOR WILSON*

141. Food and Nutrition.—This course naturally follows course 81 and may be taken by persons passing that course or those who have taken or are taking course 151-152. Two recitations and three laboratory hours. **3 s.h.** (w)

PROFESSOR WILSON*

151-152. Organic Chemistry.—An introduction to the study of the compounds of carbon. Both the aliphatic and the aromatic series will be dealt with, and the lectures illustrated by selected laboratory experiments. Two lectures, one recitation, and three laboratory hours. Prerequisites, Chemistry 61 and 70 unless specifically excused by the Department. **8 s.h.** (w)

ASSISTANT PROFESSOR BIGELOW, DR. HAUSER, DR. BROWN
AND MESSRS. COOK, GILLASPIE, AND PEARSON

215-216. Advanced Inorganic Chemistry.—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours. Prerequisites, Chemistry 1-2, 61, 70, and 151-152. Chemistry 261-262, advanced physics, and ability to read German are desirable. **6 s.h.** (w)

ASSISTANT PROFESSOR VOSBURGH

* On leave of absence, second semester, 1931-1932.

231. Advanced Quantitative Analysis.—A continuation of course 70, involving some of the more difficult analytical methods, including quantitative organic analysis. One recitation and six laboratory hours. Prerequisites, Chemistry 70, 151-152. Chemistry 261-262 is desirable. **3 s.h.** (w)

ASSISTANT PROFESSORS VOSBURGH, BIGELOW AND DR. BROWN

232. Instrumental Analysis.—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours. Prerequisites, Chemistry 70, 261 and 231. Laboratory physics is desirable. **3 s.h.** (w)

ASSISTANT PROFESSOR VOSBURGH

233. Microanalysis.—An introduction to the technique of qualitative and quantitative analysis of inorganic and organic materials using very small samples. Besides using the methods of Pregl and Emich for quantitative work, those of Chamot and Behrens-Kley for qualitative analysis will be practiced. Laboratory and conferences. Prerequisites, Chemistry 61, 70 and 151-152, and the recommendation of the department. **2 s.h.** (w)

DR. KIEFER

241. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. Prerequisites, Chemistry 70 and 151-152. Course 261-262 is desirable though not required. **4 s.h.** (w)

PROFESSOR WILSON* AND MR. COOK

244. Metabolism.—Open to students who have completed course 241 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consist mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. **4 s.h.** (w)

PROFESSOR WILSON*

251-252. Intermediate Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 253-254 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. **3 s.h.** (w)

ASSISTANT PROFESSOR BIGELOW

253-254. Advanced Organic Chemistry.—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include qualitative organic analysis, together with preparations of the more difficult type, requiring reference to the original

* On leave of absence, second semester, 1931-1932.

literature. One lecture and nine laboratory hours. Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German. **8 s.h.** (w)

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

260. Colloid Chemistry.—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours, for one semester. Prerequisites, Chemistry 151-152 and 261-262. Calculus, chemical thermodynamics, and advanced physics are desirable. **3 s.h.** (w)

ASSISTANT PROFESSOR VOSBURGH

261-262. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. Prerequisites, Chemistry 70, 151-152, college physics, and college algebra. Calculus is desirable but is not required. **6 s.h.** (w)

PROFESSOR GROSS AND DR. SAYLOR

271. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.** (w)

PROFESSORS GROSS AND WILSON*, ASSISTANT
PROFESSORS VOSBURGH AND BIGELOW

273-274. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. **2 s.h.** (w)

PROFESSORS GROSS AND WILSON*, ASSISTANT PROFESSORS VOSBURGH
AND BIGELOW, DRs. HAUSER, SAYLOR, BROWN, AND HILL

275-276. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week laboratory and conferences. **3 or 6 s.h.** (w)

Students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to seniors who have had courses 70, 151-152, and 261-262.

PROFESSORS GROSS AND WILSON*, ASSISTANT PROFESSORS VOSBURGH
AND BIGELOW, DRs. HAUSER, SAYLOR, BROWN, AND HILL

280. Teaching of Chemistry.—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. *One semester, to be arranged with the Department.* **2 or 3 s.h.** (w)

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

PROFESSOR WILSON*

* On leave of absence, spring semester, 1931-1932.

DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

PROFESSORS GLASSON, COTTON, HOOVER, WILSON*, AND HAMILTON; ASSOCIATE PROFESSOR RANKIN; ASSISTANT PROFESSORS LANDON, ROBERTS, SHIELDS, AND TOWE; DRs. NICHOL AND PFANKUCHEN; MESSRS. RATCHFORD, SIMPSON, BLACK, LEMERT, KEECH, AND KETCHUM; AND ASSISTANTS.

This department offers instruction in general economics, business administration, accounting, and political science. The general course in economics affords a survey of the whole field of economic thought and lays the foundation for specialized study in various branches of the subject. Advanced courses are offered in theoretical and applied economics.

A special group of studies is provided for candidates for the bachelor of arts degree who are definitely looking forward to a business career at the conclusion of their college course. While this group is mainly composed of liberal rather than technical studies, it gives opportunity in the junior and senior years for specialized study in such subjects as money and banking, public and corporation finance, investments, railroad and water transportation, marketing, insurance, industrial management, accounting, and business statistics.

In political science, the department offers courses which deal with the nature, origin, and functions of the state, giving detailed consideration to the political institutions of the United States, England, and other countries. Courses are also offered in political theory, international government and relations, state government, and city and county government.

ECONOMICS AND BUSINESS ADMINISTRATION

A. Economic Geography.—This course in the first semester is based upon the study of the world's major geographic regions, their present and potential production of foods and raw materials for manufacture, and the effects of environmental influences. The spring semester is devoted to the study of the geography of manufacturing industries and trade, and the possible development of resources. Required of freshmen in the Business Administration Group. **6 s.h. (w)**

ASSISTANT PROFESSOR LANDON, DR. NICHOL,
AND MR. LEMERT

51-52. Principles of Economics.—This course must be taken by all students planning to elect further courses in economics and business administration. Old number 1. **6 s.h. (w & e)**

PROFESSORS HOOVER AND HAMILTON, ASSISTANT PROFESSOR ROBERTS, DR. NICHOL, MESSRS. KEECH AND KETCHUM

103. Railway, Ocean, and Inland-Waterway Transportation.—History of the development of railways in the United States; railway organization and finance; traffic management; federal and state regulation of railroads; the present status of the railroad problem; inland-waterway trans-

* On leave of absence, 1931-1932.

portation; and ocean transportation. Collateral reading and the preparation of term papers are required. *For Seniors.* Old number 106. **3 s.h.** (w)

ASSISTANT PROFESSOR LANDON

105. Industrial Management and Business Forecasting.—A study of the principles of industrial management, the business cycle, and methods of forecasting business conditions. *For Juniors.* **3 s.h.** (w)

PROFESSOR COTTON AND MR. KEECH

115. Economic Geography; Teachers' Course.—*This course is not open to students who have received credit for Economics A.* Required of all students in Teaching Group, Class C. The study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals, and the works of man as environmental factors. **3 s.h.** (E)

MR. LEMERT

116. Economic Geography and Industrial Organization.—*This course is not open to students who have received credit for Economics A.* Required of all students in Teaching Group, Class C. A study of the economic resources of the world: the products of the agricultural and manufacturing industries; trade routes and trade centers; the balance of trade and its relation to industrial development; and the influence of geographic factors on the commercial policy of nations. Prerequisite, course 115. **3 s.h.** (E)

MR. LEMERT

118. Economic Geography of the South Atlantic States.—A study of the agricultural, commercial, and industrial development, with special emphasis placed upon the development of manufacturing in the southern Appalachian Piedmont. This course is designed to serve not only teachers, but all others interested in the development of this region. Prerequisites, Economics A, Economic Geography 115, or with consent of the instructor. Old number 117. **3 s.h.** (w)

MR. LEMERT

143. Corporation Finance.—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. Old number 104. Prerequisite, course 51-52. **3 s.h.** (w)

MESSRS. RATCHFORD AND KETCHUM

144. Investment and Speculation.—The accumulation of capital, the different types of investment securities; investment banking; the stock exchange and its functions; taxation of investments; analysis of investments. Prerequisite, course 51-52. **3 s.h.** (w)

MESSRS. RATCHFORD AND KETCHUM

158. Insurance.—A general course dealing with life, fire, health and accident insurance; workmen's compensation; credit and automobile insurance; and bonding companies. *For Juniors. 3 s.h. (w)*

PROFESSOR COTTON AND MR. KEECH

168. Marketing Problems.—This course is designed to study the marketing of staple crops, such as cotton and wheat. It also deals with the coöperative marketing of a variety of commodities. Particular attention is given to the marketing of the cotton crop. A study is made of the methods of trading and functions of the New York, New Orleans, and Liverpool Cotton Exchanges. Collateral reading and the preparation of term papers are required. *For Seniors. 3 s.h. (w)*

ASSISTANT PROFESSOR LANDON

[Note: The attention of students who are taking, or who propose to take, courses 105, 143, 144, 158 is called to Mathematics 21, "Mathematics of Investment." This course is recommended as an elective for sophomores or juniors.]

203. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking.

Students who elect this course must have made a creditable record in course 51-52. **3 s.h. (w)**

PROFESSOR GLASSON AND MR. RATCHFORD

211-212. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *For Graduates and Seniors by special permission. Old number 210. 6 s.h. (w)*

PROFESSOR HAMILTON

213-214. Advanced Economic Theory.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *For Graduates and Seniors by special permission. Old number 212. 6 s.h. (w)*

PROFESSOR HOOVER

215. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism, and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. *Old number 214. 3 s.h. (w)*

PROFESSOR HOOVER

216. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation

which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. Old number 215. **3 s.h. (w)**

PROFESSOR HOOVER

231. The Economic History of England.—A study of England since the eleventh century, treating the manorial system, the guilds, mercantilism, and the course of the commercial and industrial revolutions to the present. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

232. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

236. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. Old number 235.

Students who elect this course must have made a creditable record in course 51-52. **3 s.h. (w)**

PROFESSOR GLASSON AND MR. RATCHFORD

237. American Federal Finance.—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public-debt administration, and budgetary procedure. **3 s.h.**

[Not offered in 1932-1933]

239. Statistical Methods.—Statistical analysis as a tool in investigation; its limitations and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours' lecture and one laboratory period. **3 s.h. (w)**

DR. NICHOL

240. Statistical Analysis of Time Series.—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic phenomena. Prerequisite, course 239. Two hours' lecture and one laboratory period. **3 s.h. (w)**

DR. NICHOL

253. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and in the United States. The structure, methods, and policies of modern unions. Old number 254. **3 s.h. (w)**

PROFESSOR COTTON

[Not offered in 1932-1933]

254. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the

organization of the labor department of various industries. Course 253 is a prerequisite for this course. Old number, 255. **3 s.h. (w)**

PROFESSOR COTTON

[Not offered in 1932-1933]

255. Labor Administration.—A course of study dealing with psychological aspects of industrial relations; labor market; and personnel management. Old number 256. **3 s.h. (w)**

PROFESSOR COTTON

256. Labor Legislation.—A course of study dealing with the basis of labor law; the minimum wage, hours of labor, safety and health, and social insurance. The important cases and court decisions with respect to their social significance will be used for class discussion. Old number 257. **3 s.h. (w)**

PROFESSOR COTTON

265. International Trade and Tariff Policies.—An analysis of the theoretical principles underlying international trade with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England from the eighteenth century to the present. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

266. International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money régime, German reparation payments, and related problems. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

267-268. Business History.—A study of money makers and money making from the late middle ages to 1913. Attention will be given to the economic phenomena, such as fluctuations of prices, business cycles, monetary inflation, technological progress and shifts in demands, markets and sources of supply—which have affected the accumulation of large fortunes. Attention will also be given to the relative profit of industries at different periods. Old number 267. **4 s.h. (w)**

PROFESSOR HAMILTON

[Not offered in 1932-1933]

350. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to seniors who have completed creditably courses 143 and 144. *For Graduates and Seniors by special permission.* Old number 349. **2 s.h. (w)**

PROFESSOR GLASSON

ACCOUNTANCY AND BUSINESS LAW

57-58. First-Year Accounting.—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. Old number 7. **6 s.h. (w)**

ASSISTANT PROFESSOR SHIELDS, MESSRS. BLACK,
LOWRY AND NEWLAND

171-172. Second-Year Accounting.—Advanced theory applied to the accounting process. Open to students who have completed Accounting 57-58. Old number 172. **6 s.h. (w)**

ASSISTANT PROFESSOR SHIELDS

173-174. Auditing, Theory and Practice.—This course prepares the manager to investigate the operation of his own business, the prospective investor to determine the value of the proposition, the student to practice the public accounting profession. The first semester deals with details and balance sheet audits and the second semester with special investigations. Problems, working papers, and reports. Students are admitted to the course by permission of the instructor. *For Seniors.* Old number 173. **6 s.h. (w)**

MR. BLACK

175-176. C. P. A. Review.—Thorough practice in classroom to prepare candidates for the Certified Public Accountant examination. The object is to train students to apply accounting principles and to work in classroom under substantially the same conditions as in the examination room. Practical accounting problems, auditing, analysis and theory of accounts. Students are admitted to the course by permission of the instructor. *For Seniors.* Old number 174. **6 s.h. (w)**

MR. BLACK

177. Income-Tax Accounting.—A study of federal and state income-tax laws; problems in the preparation of tax returns and claims for refund. *For Seniors.* Old number 176. **3 s.h. (w)**

ASSISTANT PROFESSOR SHIELDS

178. Modern Accounting Systems.—Systems and the forms for recording data of basic manufacturing industries, banks, building and loan associations, estates, and municipalities. Special attention will be paid to budgetary accounting. *For Seniors.* Old number 177. **3 s.h. (w)**

ASSISTANT PROFESSOR SHIELDS

181-182. Business Law.—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, *Business Law*. Casebook: Bays, *Cases on Commercial Law*. Required of seniors in the Business Administration group. Old number 178. **6 s.h. (w)**

ASSISTANT PROFESSOR TOWE

275-276. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost-accounting is worked by each student during the course. Old number 275. **6 s.h. (w)**

Courses 57-58 and 105 are ordinarily prerequisites for this course.

PROFESSOR COTTON

POLITICAL SCIENCE

101-102. American Government and Politics.—A brief preliminary study of political organization in general is followed by a more detailed study of the American political system. The subject matter includes the organization and functioning of American government, national, state, and local. *Open to Sophomores by special permission.* Old number 102. **6 s.h.** (W & E)

PROFESSOR WILSON*, ASSOCIATE PROFESSOR RANKIN,
DR. PFANKUCHEN AND MR. SIMPSON

Courses 101-102, for which course 51-52 is *not* a prerequisite, is ordinarily taken before any other course in political science. Students who have not had course 101-102 or its equivalent may be admitted to other courses in political science with the approval of the individual instructors concerned.

207. American Constitutional Law and Theory.—Leading constitutional principles of American government, as developed through judicial interpretation, are studied. Emphasis is placed upon problems of current importance. The reading of cases is supplemented by lectures and assigned legal problems. Old number 208. **3 s.h.** (W)

PROFESSOR WILSON*

209. State and Local Government in the United States.—The subject matter of this course covers the historical development of state and local governments, their present political organization and their relation to each other and to the federal government. Particular attention is given to the study of state and county government in North Carolina. **3 s.h.** (W)

ASSOCIATE PROFESSOR RANKIN

223. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, emphasis is placed upon the development of distinct concepts of far-reaching importance in political theory. **3 s.h.** (W)

PROFESSOR WILSON* AND DR. PFANKUCHEN

[Not offered in 1932-1933]

224. Modern Political Theory.—Political theories of the seventeenth, eighteenth, and nineteenth centuries are studied with particular reference to their influence upon American political thought. In the latter part of the course consideration is given especially to the modern idea of the state. **3 s.h.** (W)

PROFESSOR WILSON* AND DR. PFANKUCHEN

[Not offered in 1932-1933]

225. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. **3 s.h.** (W)

ASSOCIATE PROFESSOR RANKIN

* On leave of absence, 1931-1932.

226. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. **3 s.h. (w)**

ASSOCIATE PROFESSOR RANKIN

227-228. International Law and International Organization.—Elements of international law and the application of principles through judicial interpretation and in international negotiations, with particular attention to interpretation and application by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. Old number 227. **6 s.h. (w)**

PROFESSOR WILSON* AND DR. PFANKUCHEN

229. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. Old number 228. **3 s.h. (w)**

ASSOCIATE PROFESSOR RANKIN

[Not offered in 1932-1933]

264. Railroad Regulation in the United States.—A study of the powers, activities, and inter-relationship of regulatory bodies, state and federal. The latter part of the course is given to an analysis of the Transportation Act of 1920 and to its administration up to the present time. **3 s.h. (w)**

PROFESSOR WILSON*

294. Municipal Government and Administration.—A study of the general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. **3 s.h. (w)**

ASSOCIATE PROFESSOR RANKIN

DEPARTMENT OF EDUCATION

PROFESSORS HOLTON, PROCTOR, CHILDS, AND BROWNELL; ASSOCIATE PROFESSOR CARR; ASSISTANT PROFESSOR EASLEY; MRS. SMITH, MR. MCEWEN; AND ASSISTANTS.

The purposes of the Department of Education are: (1) to develop greater appreciation of the value of the school as an institution; (2) to impart a knowledge of educational principles and methods of teaching; (3) to acquaint the student with the status of elementary and secondary education of the present day, and to equip him for service in these fields as superintendent, supervisor, principal, or teacher; (4) to make a careful study of educational conditions and needs in North Carolina and in the South.

Courses in the department are designed for three groups of students: (1) students with teaching experience or others who have definitely

* On leave of absence, 1931-1932.

chosen teaching as their life work; (2) juniors and seniors who desire to study the school as an outstanding social institution; and (3) teachers whose work will permit them to enroll in Saturday and afternoon classes.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 54 and 105 for their introductory work in the department and then to elect further work in accordance with their special interests. Students who expect to engage in the various phases of teaching should plan their courses in accordance with the general regulations for Groups V and VI as outlined in this catalogue. Students preparing for college teaching should elect courses in the history and philosophy of education and in educational psychology.

O. Orientation Course in Study and Study Habits.—A course for freshmen whose high-school and other records indicate the need of help in working out a satisfactory method of study. The factors of study, the use of text-books, note-taking from lectures and parallel readings, and applications of the factors of study to the daily problems of the student are among the matters considered. *Either semester. 3 s.h. (W & E)*

ASSISTANT PROFESSOR EASLEY, MESSRS. MCEWEN AND PULLIAS

8. The Learning Process.—A course in elementary educational psychology, required of all freshmen and sophomores entering Group V. *Either semester. 3 s.h. (W & E)*

ASSISTANT PROFESSOR EASLEY AND MR. MCEWEN

10. Introduction to Teaching.—A survey of the work of the teacher intended to assist the pupil in choosing intelligently some field of teaching work for future specialization. Topics: qualification and training of teachers, nature and aims of education, nature and purpose of public-school curricula, nature of subject-matter and its relation to pupil activity, modern classroom procedure in teaching. *For Freshmen who have had course 8, and for Sophomores. 3 s.h. (E)*

ASSOCIATE PROFESSOR CARR

54. Introductory Course in History of Education.—A study of the types of educational systems and institutions evolved in Western Europe and the United States as an introduction to current educational problems. *For Sophomores who have had course 10, and for Juniors. 3 s.h. (W)*

PROFESSOR HOLTON

58. The Learning Process.—A special section of course 8, intended for juniors. *Either semester. 3 s.h. (E) first semester and (W) second semester.*

PROFESSOR BROWNELL AND ASSISTANT PROFESSOR EASLEY

68. Mental Hygiene of the School Child.—A study of personality factors as related to the adjustment and success of the school child; the foundations of motivation; typical problems of maladjustment; social heredity and its educational implications; variations in intelligence. **3 s.h. (E)**

ASSISTANT PROFESSOR EASLEY

83. Current Trends in American Public-School Organization.—A study of current controversies and criticisms bearing on the organization and administration of the public schools, recent developments in the organization of schools, and the theories underlying these developments. All Sophomores expecting to qualify for the honors course in education should enroll in 83 the first semester or 54 the second. **3 s.h.** (E)

PROFESSOR PROCTOR

103. School Organization and Administration for the Classroom Teacher.—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *Either semester.* **3 s.h.** (W) *first semester* and (E) *second semester.*

PROFESSOR PROCTOR

105. Introduction to Educational Sociology.—A study of social forces, processes, and values as affecting education, and the interaction of school and community. **3 s.h.** (E)

PROFESSOR CHILDS

106. Principles of Secondary Education.—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. Not open for enrollment to students who have had course 110. *Either semester.* **3 s.h.** (W) *first semester* and (E) *second semester.*

PROFESSOR CHILDS

110. Introduction to Secondary-School Teaching.—A special section of course 10; open for enrollment to juniors who have not had 10 and are preparing to teach in secondary schools. **3 s.h.** (W)

PROFESSOR PROCTOR

[Not offered in 1932-1933]

118. Educational Implications of Genetic Psychology.—A course tracing the development of the individual through the stages of growth and learning, with emphasis upon early and later childhood; the development of such behavior patterns as play, language, etc.; the process of socialization; and similar material of especial significance to teachers in the elementary schools. **3 s.h.** (E)

PROFESSOR BROWNELL

A. Public-School Drawing.—This course is offered to develop certain skills fundamental in the teaching of public-school drawing, as well as skills that will prove of help in teaching other subjects of the elementary-school curriculum. Topics: color theory, design, perspective, representation, illustration, and picture study. Media: charcoal, water colors, crayons, and clay. This course is open only to students who are attempting to meet certification requirements for a North Carolina primary or grammar-grade certificate and does not carry credit toward a degree. *For Juniors and Seniors. First semester. (3 points professional credit only.)* (E)

MRS. MASON

B. Industrial Art in the Public School.—Manipulation and work with clay, textiles, wood, paper, food, and printing, intended to give the child an acquaintance with the raw products of nature and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, and tools. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. This course is open only to students who are attempting to meet certification requirements for a North Carolina primary or grammar-grade certificate and does not carry credit toward a degree. *For Juniors and Seniors. Second semester. (3 points professional credit only.)* (E)

MRS. MASON

C. Public-School Music.—A course in the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, and child voice will be discussed. This course is open only to students who are attempting to meet certification requirements for a North Carolina certificate and does not carry credit toward a degree. *For Juniors and Seniors. First semester. (3 points professional credit only.)* (E)

MRS. TWADDELL

[Not offered in 1932-1933]

142. Children's Literature.—A critical study of literature for the elementary grades; types of literature; story telling; principles underlying and practice; bibliographies and use of library. Students enrolled will be allowed to specialize in literature of either the primary or grammar grades. **3 s.h.** (E)

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

111. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the mother-tongue, writing, and number in the primary grades. A minimum of thirty laboratory periods of observation and practice-teaching. *For Seniors.* Old number, 102. **3 s.h.** (E)

ASSOCIATE PROFESSOR CARR AND MISS GARRARD

112. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the primary subjects other than language, reading, writing, and arithmetic. A minimum of thirty laboratory periods of observation and practice-teaching. *For Seniors.* **3 s.h.** (E)

ASSOCIATE PROFESSOR CARR AND MISS GARRARD

116. General Methods in the High School: Observation and Practice Teaching.—A required course for prospective high school teachers, open only to seniors who have completed or are carrying course 106. *Students must arrange their schedules to permit four hours weekly of observation and practice teaching. Since practice teaching facilities are limited, students with superior records will be given preference in the practice teaching.*

No student whose record is below "C" will be permitted to do practice work. For Seniors. Either semester. 3 s.h. (E) first semester and (w) second semester.

PROFESSOR CHILDS AND MR. LONGSTREET

121. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the language, reading, and arithmetic of the grammar grades. A minimum of thirty laboratory periods of observation and practice teaching. *For Seniors.* Old number, 107. **3 s.h. (E)**

ASSOCIATE PROFESSOR CARR AND MISS JONES

122. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the grammar grade subjects other than language, reading, and arithmetic. A minimum of thirty laboratory periods of observation and practice-teaching. *For Seniors.* Old number, 117. **3 s.h. (E)**

ASSOCIATE PROFESSOR CARR AND MISS JONES

136. The Teaching of High-School English.—Identical with English 142. *For Seniors.* **3 s.h. (w)**

ASSISTANT PROFESSOR A. C. JORDAN

155. The Teaching of Secondary-School Latin.—Identical with Latin 109. *For Seniors.* **3 s.h. (w)**

PROFESSOR ROSBOROUGH OR PROFESSOR ANDERSON

[Not offered in 1932-1933]

170. The Social and Economic Position of Women.—A course in vocational guidance for women counting as a general elective, but not as part of either a major or minor in Education or towards a North Carolina state teacher's certificate. The purpose of the course is to give the historical background of the changing social and economic position of women, the contributions made by outstanding women, and the vocational opportunities open to women. **2 s.h. (E)**

MRS. SMITH

176. Materials and Methods in High-School Science.—Discussion, based upon lectures and collateral reading, of such topics as aims, tests for values, the curriculum, class-room procedure, course and lesson planning in secondary-school science. The class is limited in number to twenty, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such seniors are admitted as are thinking seriously of teaching science in the high schools and have taken at least eighteen hours of science in college. *For Seniors.* **3 s.h. (w)**

PROFESSOR CHILDS

[Not offered in 1932-1933]

200. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. **3 s.h. (w)**

3 s.h. (w)

PROFESSOR HOLTON

[Not offered in 1932-1933]

206. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite, six semester-hours in education, including course 105. Old number, 205. **3 s.h.** (w)

PROFESSOR CHILDS

207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite, teaching experience or six semester-hours of work in materials and methods. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. Prerequisite, course 229. **3 s.h.** (w)

ASSISTANT PROFESSOR EASLEY

209. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. **3 s.h.** (w)

ASSISTANT PROFESSOR EASLEY

212. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary school. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

214. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

215. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite, six semester-hours in educational sociology, preferably courses 105 and 206. **3 s.h.**

PROFESSOR CHILDS

216. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. Old number, 206. **3 s.h.** (w)

PROFESSOR CHILDS

[Not offered in 1932-1933]

218. Educational Implications of Genetic Psychology.—Special section of course 118, intended primarily for graduate students, ordinarily not offered the same year in which 118 is given. **3 s.h. (w)**

PROFESSOR BROWNELL

[Not offered in 1932-1933]

219. Experimental Education.—This course is designed to provide training (1) in planning (2) in prosecuting, and (3) in reporting quantitative investigations in the field of education, more especially in the field of learning and teaching the various school subjects. **3 s.h. (w)**

PROFESSOR BROWNELL

222. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

224. Current Problems in Public Education as Revealed through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. **3 s.h. (w)**

PROFESSOR HOLTON

[Not offered in 1932-1933]

225. The Teaching of High-School History.—Identical with History 212. The course counts as an elective in the Department of Education only when approved by the department and the instructor. **3 s.h. (w)**

ASSOCIATE PROFESSOR SHRYOCK

227. The Psychology of Learning: Problems.—The major problems related to the learning process will be examined, with the experimental literature bearing on them. The curves of learning and forgetting, the distribution of practice, economical methods of learning, and the transfer of training will be the major topics considered. Old number, 228. **3 s.h. (w)**

ASSISTANT PROFESSOR EASLEY

228. The Psychology of Learning, Theoretical and Experimental.—This is a continuation of 227. In this semester the laws of learning, the most important explanatory principles, and the major systems of the psychology of learning will be considered. Class experiments will run throughout the semester. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

232. Elementary-School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

233. Administrative Pupil-Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. **3 s.h.**

PROFESSOR PROCTOR

234. Secondary-School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils. Old number, 213. **3 s.h.**

PROFESSOR PROCTOR

236. Principles of Vocational Education.—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. Old number, 235. **3 s.h.**

PROFESSOR CHILDS

238. Investigations in Reading.—A summary of the results of the more-important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision; emphasis on problems requiring further investigation. **3 s.h. (E)**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

244. Studies in the Historical Development of Public-School Administration. An advanced course devoted to the development of public-school administration in the South, with especial reference to North Carolina as a type. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

246. The Teaching of Mathematics.—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. **3 s.h. (w)**

PROFESSOR RANKIN

247. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. Old number, 248. **3 s.h. (w)**

PROFESSOR BROWNELL

253. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

254. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. **3 s.h. (w)**

PROFESSOR PROCTOR

258. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. Old number, 229. **3 s.h. (w)**

PROFESSOR BROWNELL

264. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. **3 s.h.**

PROFESSOR HOLTON

266. The Teaching of High-School French.—Identical with French 218. **3 s.h. (w)**

PROFESSOR WEBB

FOR TEACHERS IN SERVICE AND FOR OTHER STUDENTS BY PERMISSION

Teachers are referred to such courses, listed for seniors and graduates, on this page and preceding pages, as may be scheduled for late afternoon hours and Saturday periods. Graduate teachers will find other courses in the graduate section of the annual catalogue and in the graduate bulletin. Undergraduate courses are offered when there is sufficient demand from teachers in the elementary schools.

DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING

ASBURY AND BIVINS BUILDINGS

PROFESSORS BIRD, HALL, AND ———; MESSRS. MATHEWS AND GATLIN

DRAWING

1. Engineering Drawing.—Orthographic projection, lettering, pictorial representation, developments, intersections, use of universal drafting machine. **2 s.h. (E)**

STAFF

3. Engineering Drawing.—For students in civil engineering and forestry. Methods of plotting, topographic symbols, simple structures in wood and steel. Prerequisite, course 1. **2 s.h. (E)**

STAFF

4. Engineering Drawing.—For students in electrical and mechanical engineering. Elementary machine drawing. Prerequisite, course 1. **2 s.h.** (E)

STAFF

5-6. Descriptive Geometry.—Problems relating to point, line, plane, and solid. Concurrent with courses 1 and 2. No credit given unless taken for two semesters. **2 s.h.** (E)

STAFF

MECHANICS

8. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, and momentum. Prerequisite, course 1, Mathematics 25. **5 s.h.** (E)

PROFESSOR BIRD AND MR. GATLIN

107. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, course 8. **4 s.h.** (E)

PROFESSOR BIRD AND MR. GATLIN

108. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 8. **4 s.h.** (E)

PROFESSOR HALL

CIVIL ENGINEERING

10. Plane Surveying.—Use of instruments; transit, stadia, compass and plane table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. Nine hours a day, three weeks, Summer School. Prerequisite, course 1, Trigonometry. **3 s.h.** (E)

For fee of this course, see bulletin of the Summer School.

PROFESSORS BIRD AND HALL AND MR. GATLIN

11. Higher Surveying.—Care and adjustment of instruments; topographical surveying; surveys and resurveys; laying out and division of land; Public Land system; further calculations, omitted measurements, areas by double longitude; quantities from profiles and cross sections. Prerequisite, course 10. **2 s.h.** (E)

PROFESSOR HALL

110. Plane Surveying.—Similar to course 10 but especially arranged for students in forestry. Nine hours a day, three weeks, Summer School. Prerequisite, Engineering Drawing and Trigonometry. **3 s.h.**

PROFESSORS BIRD AND HALL AND MR. GATLIN

111. Higher Surveying.—For students in forestry. In addition to the ground covered in course 11, the field work includes a more thorough drill in the use of the Beaman stadia arc and the topographic abney level and trailer tape while more attention is given to the preparation of finished maps in the office work. Nine hours a day, three weeks, Summer School. Prerequisite, course 10 or 110. **3 s.h.**

PROFESSOR BIRD OR HALL

[Not offered in 1932-1933]

112. Field Astronomy.—Determination of latitude, time, and azimuth by observation on sun and stars; use of precise transit, solar attachment, and sextant. Prerequisite, course 11. **2 s.h.** (E)

PROFESSOR HALL

113-114. Curves and Earthwork.—Highways—Thorough drill in the calculation and laying out of simple, compound and easement curves, widening of curves, vertical curves, setting slope stakes, ordinary earthwork computations, and mass diagrams. Prerequisite, course 10. **4 s.h.** (E)

PROFESSOR HALL

115. Highway Engineering.—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. **3 s.h.** (E)

PROFESSOR HALL

117. Highway Engineering.—Standard tests of stone, gravel, and bituminous materials. Prerequisite, course 15. **2 s.h.** (E)

PROFESSOR HALL

118. Materials of Engineering.—Study and testing of materials other than those taken up in course 117. **2 s.h.** (E)

MR. GATLIN

119-120. Railroad Engineering.—Differences between highway and railway practice affecting curves and earthwork. A. R. E. A. transition curve, frogs, switches, and crossings. Preliminary and location survey of a railway of sufficient length to secure familiarity with methods of actual practice. Paper location made with estimate of cost. Construction and maintenance of track and trackwork, economics, and operating conditions affecting location. Prerequisite, course 113-114. **5 s.h.** (E)

PROFESSOR BIRD

123-124. Hydraulic Engineering.—

(a) Hydrology—Factors affecting precipitation, evaporation from land and water surfaces; relation of precipitation to run-off; estimating run-off; floods and flood flows. Stream gauging.

(b) Public Water Supply—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution of water. Standard laboratory tests for the chemical and bacteriological examination of water.

(c) Sewerage—Sewerage systems, rainfall and storm water flow, sizes of storm and sanitary sewers, sewage disposal. Standard laboratory tests of sewage. Prerequisite, course 108. **8 s.h.** (E)

PROFESSOR HALL

131. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges, including sub-divided panels, wind bracing. Prerequisite, course 8. **4 s.h.** (E)

PROFESSOR BIRD

132. Steel Structures—Design.—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 107, 131. **4 s.h.** (E)

PROFESSOR BIRD

133. Reinforced Concrete.—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, course 107. **3 s.h.** (E)

PROFESSOR BIRD

134. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisite, courses 107, 133. **3 s.h.** (E)

PROFESSOR BIRD

137-138. Seminar.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. **2 s.h.** (E)

PROFESSORS BIRD AND HALL

142. Engineering Geology.—An elementary course particularly arranged for civil engineering students. **3 s.h.**

MR. GATLIN

240. Indeterminate Structures.—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deformer. Prerequisite, course 131 and ability to read French. **3 s.h.** (E)

PROFESSOR BIRD

MECHANICAL ENGINEERING

79-80. Constructive Processes.—Recitation course covering general processes in foundry, forge, and machine shop. Trips to neighboring shops are made. **2 s.h.** (E)

MR. MATHEWS

81. Mechanism.—Displacement, velocity, and acceleration diagrams. Particular attention is given to gearing, cams, trains of mechanism, belts, and link work. **2 s.h.** (E)

MR. MATHEWS

85. Steam Engineering.—Elementary principles of boilers, engines, turbines, and auxiliaries; properties of steam, fuels, and combustion. **2 s.h.** (E)

MR. MATHEWS

183-184. Machine Design.—Friction, lubrication, bearings, shafts, springs, pressure vessels, fastenings, gears, belting, friction clutches, and fly-wheels. Application of the above to proportioning parts of several complete machines. **6 s.h.**

PROFESSOR ———

187-188. Heat Engineering.—Properties and thermodynamic processes of gases and vapors; cycles; efficiencies and performances of heat engines. **6 s.h. (E)**

PROFESSOR ——— AND MR. MATHEWS

189-190. Junior Mechanical Engineering Laboratory.—Open only to mechanical engineering students. Use of steam and fuel calorimeters; gas analysis; oil testing; measurement of steam and air flow; tests on steam, oil, and internal combustion engines and boilers. **4 s.h.**

PROFESSOR ———

199-200. Junior Mechanical Engineering Laboratory.—Open only to civil and electrical engineering students who have elected courses 187-188. **2 s.h. (E)**

MR. MATHEWS

DEPARTMENT OF ELECTRICAL ENGINEERING

ASBURY BUILDING

PROFESSORS SCHEALER AND SEELEY

151-152. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations and laboratory covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. One three-hour period in the laboratory per week is included in this course. Prerequisites, Physics 3-4. Mathematics 25, 30, and 231 (taken concurrently). **8 s.h. (E)**

PROFESSOR SEELEY

153-154. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations and laboratory covering the principles of direct and alternating current machinery, and their applications, designed especially for students in civil and mechanical engineering. This course includes one three-hour period in the electrical machinery laboratory per week. Prerequisite, Physics 3-4. **6 s.h. (E)**

PROFESSOR SCHEALER

155. Principles of Electrical Engineering: Advanced Direct-Current Machinery. A study of the principles which underlie the design and operation of all types of direct current machinery. This course includes one three-hour period in the electrical machinery laboratory per week. Prerequisites, courses 151-152, Mathematics 25, 30. **3 s.h. (E)**

PROFESSOR SCHEALER

156. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Elective. Prerequisites, courses 151-152, 155. **3 s.h.** (E)

PROFESSOR SCHEALER

158. Electric-Power Stations.—A course of lectures and recitations pertaining to the design, construction, and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered-fuel and stoker equipment; switchboards; instruments relays and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152, 187-188. **3 s.h.** (E)

PROFESSOR SCHEALER

159. Electric-Power Transmission.—A course of lecture and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problems. Concurrent with course 257. Prerequisite, course 151-152. **3 s.h.** (E)

PROFESSOR SEELEY

257. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152, Mathematics 25, 30, 231. **3 s.h.** (E)

PROFESSOR SCHEALER

258. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase induction motors, and single-phase induction, series, and repulsion motors. Prerequisite, course 257. **6 s.h.** (E)

PROFESSOR SCHEALER

261-262. High-Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum-tube circuits, wire and wireless-telephone circuits. Prerequisite, Mathematics 231. **6 s.h.** (E)

PROFESSOR SEELEY

263-264. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering, with an introduction to the use of operational calculus as applied to electrical circuits. Elective. Prerequisites, courses 151-152, Mathematics 231. **6 s.h.** (E)

PROFESSOR SEELEY

DEPARTMENT OF ENGLISH

PROFESSORS BROWN, GILBERT, WHITE, BAUM**, HUBBELL, AND GREENE; ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS JORDAN, PATTON, BLACKBURN, VANCE, AND GOHDES***; MESSRS. WARD, GREGORY, SUGDEN, WEST, ANDERSON, AND HOFFMAN; MRS. WHITE; AND ASSISTANTS.

1-2. English Composition and English Poetry.—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. **6 s.h.**

Students who fail to earn an average grade of "C" on the work of both semesters are required to complete English 3. Those who do not earn a grade of "D" during the first semester are required to continue the study of composition during the second semester; if they earn a grade of "D" or more at the end of the second semester, they receive credit for the first half-year of work, and during their sophomore year they are required to complete English 2 and 3. Students whose grades for both semesters fall below "D" must repeat the entire course during their second year. (W & E)

ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS PATTON, VANCE, AND GOHDES***; MESSRS. WARD, GREGORY, SUGDEN, ANDERSON, AND HOFFMAN; MRS. WHITE

3. English Composition.—A second course in composition for sophomores. **3 s.h. Repeated in the second semester.** (W & E)

ASSISTANT PROFESSOR JORDAN

***55-56. Prose Masterpieces.**—**6 s.h.** (W & E)

ASSISTANT PROFESSORS VANCE, BLACKBURN, AND GOHDES***

***57-58. Prose Literature.**—For candidates for honors. **6 s.h.** (W)

ASSISTANT PROFESSOR BLACKBURN

***59-60. Modern Drama and Fiction.**—**6 s.h.** (E)

MRS. WHITE

Open to women and men.

***61-62. Historical Backgrounds of English Literature.**—**6 s.h.** (W)

ASSISTANT PROFESSOR PATTON

***63-64. English Poetry, 1832-1900.**—**6 s.h.** (W)

PROFESSOR GREENE

101-102. Composition.—This is a practical course for students who desire a greater mastery of, and facility in, the use of the language than they get from English 1-2 and 3. **6 s.h.** (W & E)

A student may take English 101 only, but only in rare instances may a student enroll in English 102 without having had English 101. Students

*Courses 55-56, 57-58, 59-60, 61-62, 63-64 are open only to sophomores or to freshmen who have passed English 1-2 by examination. A student may not receive credit for more than one of these courses.

** On leave of absence, 1931-1932.

*** On leave of absence, second semester, 1931-1932.

dents who wish to take the other courses in composition must have credit for at least 101. Students who wish to take this course must have made a grade of 75 or more in English 1-2, or they must have credit for English 1-2 and English 3. The number of students in this course is limited, and all must have the consent of the instructor.

ASSOCIATE PROFESSOR MITCHELL AND ASSISTANT
PROFESSOR BLACKBURN

103-104. Composition.—This course offers further study and practice in composition to those who have done especially good work in English 1-2 and in English 3.

Students who enroll for this course must have the consent of the instructor, and they should have credit for both English 101 and 102; however, a student may enroll for either semester of course 103-104 without having had English 102. **6 s.h.**

PROFESSOR HUBBELL

[Not offered in 1932-1933]

105-106. Play-Writing.—The work of this course is concerned chiefly with the technique of the one-act play though study is made also of the longer forms. Worthy plays written by students are presented by the members of the play-production course.

Open to juniors, seniors, and sophomores approved by the Dean of Undergraduate Instruction. **6 s.h. (w)**

MR. WEST

119-120. History of the Theatre.—This course makes a study of the development of the theatre, methods of production, and representative plays of the various periods from the early Greeks to the present day.

Open to juniors, seniors, and sophomores approved by the Dean of Undergraduate Instruction. **6 s.h. (w)**

MR. WEST

121-122. Play-Production.—This course deals with the theory and practice of producing plays. The work includes make-up, lighting, scene-design and painting, costume, directing, and stage-management. Plays are studied with a view to producing them. There is practice-work both in the laboratory and in the theatre. Lectures and laboratory work.

Open to juniors, seniors, and sophomores approved by the Dean of Undergraduate Instruction. **6 s.h. (w)**

MR. WEST

123-124. Shakespeare.—**6 s.h. (w)**

PROFESSOR BROWN

125-126. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. **6 s.h. (w)**

PROFESSOR WHITE

125-126. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. **6 s.h.** (E)

MRS. WHITE

127-128. English Prose, 1832-1900.—**6 s.h.** (W)

PROFESSOR GREENE

129-130. The History of the Novel in England.—**6 s.h.** (E)

ASSISTANT PROFESSOR VANCE

131. The Drama, 1770-1892.—**3 s.h.** (W)

PROFESSOR HUBBELL

[Not offered in 1932-1933]

133. Contemporary Poetry and Verse-Writing.—Beginning with a study of the elements and technique of poetry, this course proceeds to a general survey of twentieth-century poetry, giving special attention to the various modern forms and tendencies.

No student may enroll in this course without the consent of the instructor; only a small number can be admitted. **3 s.h.**

PROFESSOR WHITE

[Not offered in 1932-1933]

134. Contemporary Poetry and Verse-Writing.—The work of this course consists chiefly of the writing of verse by members of the class and of criticism of the manuscripts by the class. Prerequisite, English 133.

No student may enroll in this course without the consent of the instructor; only a small number can be admitted. **3 s.h.**

PROFESSOR WHITE

[Not offered in 1932-1933]

135-136. Critical Study of Literary Masterpieces.—The first semester is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short-story. **6 s.h.**

PROFESSOR BAUM

[Not offered in 1932-1933]

137-138. American Literature.—This course consists of wide reading in American prose and poetry. **6 s.h.** (W & E)

PROFESSOR HUBBELL

139-140. The Speaking Voice.—This course gives training in placement, pitch, range, and diction for use in professional work and in daily conversation.

Open to all undergraduates with the approval of the Dean of Undergraduate Instruction. **6 s.h.** (W)

MR. WEST

142. Materials and Methods in High-School English.—*Second semester.* **3 s.h.** (W)

ASSISTANT PROFESSOR JORDAN

201-202. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of "Beowulf." **6 s.h. (w)**

PROFESSOR BROWN

203-204. Chaucer.—**6 s.h. (w)**

PROFESSORS BROWN AND BAUM*

205-206. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language.

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English. **6 s.h. (w)**

PROFESSOR BAUM*

207-208. English Literature, 1400-1550.—**6 s.h. (w)**

PROFESSOR BAUM*

209-210. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**

PROFESSOR BROWN

[Not offered in 1932-1933]

211. English Literature, 1550- 1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h. (w)**

PROFESSOR GILBERT

212. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h. (w)**

PROFESSOR GILBERT

213-214. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. **6 s.h. (w)**

PROFESSOR BROWN

215-216. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. **6 s.h. (w)**

PROFESSOR GILBERT

[Not offered in 1932-1933]

217-218. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton. **6 s.h. (w)**

PROFESSOR GILBERT

* On leave of absence, 1931-1932.

219. English Literature, 1660-1744.—3 s.h. (w)

PROFESSOR WHITE

220. English Literature, 1744-1798.—3 s.h. (w)

PROFESSOR WHITE

221. The Drama in England, 1640-1770.—3 s.h.

PROFESSOR BAUM*

[Not offered in 1932-1933]

225-226. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. **6 s.h.**

PROFESSOR ———

[Not offered in 1932-1933]

227. Literary Criticism.—A history of literary criticism to 1700. **3 s.h. (w)**

PROFESSOR GILBERT

228. Literary Criticism.—A history of literary criticism from 1700 to the present. **3 s.h. (w)**

PROFESSOR GILBERT

ARGUMENTATION AND PUBLIC SPEAKING

FOR SOPHOMORES, JUNIORS, AND SENIORS

151. Public Speaking.—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. **3 s.h. (w)**

MR. HERRING

152. Argumentation.—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. **3 s.h. (w)**

MR. HERRING

DEPARTMENT OF FINE ARTS

MISS HALL

Some practical work is required for each of these courses in order to train the eye and to develop ability for aesthetic analysis and criticism. This calls for no special aptitude, but rather a careful study of illustrative material and a serious effort to record observation.

1-2. History of Art.—An outline of the development of styles in art, emphasizing Greek sculpture, French Medieval architecture, and Italian Renaissance painting. This course aims to develop observation and aesthetic appreciation as well as to relate the important monuments to their contemporary civilizations. It will serve both as an introduction to art for those who may continue their study of the subject, and as a

* On leave of absence, 1931-1932.

general survey for those whose courses will not admit of further election in the department. Open to both freshmen and sophomores. **6 s.h.**

101. Introduction to Medieval Art.—A study of the development of structure and decoration from the Pre-Romanesque sources through the XII century, with emphasis on the tendencies in Romanesque architecture and sculpture which underlie the logical development of Gothic art. Ability to read French will be of advantage to those who take this course. Prerequisite, course 1-2 or its equivalent. **3 s.h.**

102. Development of Gothic Art.—An outline of the structural and decorative problems solved by the French builders of the Middle Ages. This course emphasizes the architecture, sculpture, and stained glass of the great cathedrals, and touches upon the mural painting, panel painting, and manuscript illumination of the period. Ability to read French will be of advantage to those who take this course. Prerequisite, course 1-2 or its equivalent. **3 s.h.**

103. Architecture of the Renaissance.—A study of the transition from Gothic to Renaissance architecture. The subsequent developments and interrelations of the Renaissance styles in Italy, France, and England are discussed with brief reference to their adaptation by the Colonial builders in America. Prerequisite, course 1-2 or its equivalent. **3 s.h.**

104. Sculpture and Painting of the Renaissance.—A study of the rise of sculpture and painting in Italy, with a survey of XVII century developments in Italy, France, Spain, and the North, and a brief analysis of later movements and contemporary tendencies. Prerequisite, course 1-2 or its equivalent. **3 s.h.**

COURSES OFFERED IN OTHER DEPARTMENTS RELATING TO THIS FIELD

GREEK

141-142. Greek Art.

243. Greek Archaeology.

244. Greek Epigraphy.

LATIN

215. Introduction to Roman Archaeology and Art.

216. Topography and Monuments of Ancient Rome.

PHILOSOPHY

201-202. The Philosophy of Art.

213-214. History of Aesthetics.

PSYCHOLOGY

203. Psychology of Aesthetics.

DEPARTMENT OF FORESTRY

PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

Several of the professional forestry courses will eventually be open to undergraduate students. At present only the following courses are available.

Students who are preparing for graduate work in forestry are advised to take the courses outlined in the pre-forestry curriculum (see pp. 61-62).

1. Principles of Forestry.—A brief survey of the field of forestry, its economic and social importance; a brief history of the forestry movement in America and abroad; influence of forests on climate, stream-flow, water supply, soil, erosion, and public health; life history of the individual tree and the forest; the principal timber trees of the United States, their characteristics and behavior in forests; reproduction and care of the forest; the management of forest areas for continuous production. The work consists of lectures, assigned readings, reports, and field work. Open to sophomores, juniors, and seniors. **3 s.h.** (w)

PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

154. Forest Tree Characteristics and Identification.—The characteristics, systematic classification, and identification of the more important forest trees of North Carolina and of the United States. This work, including observations of the time of budding, blossoming, and leafing, is carried on in the laboratory and in the field with the trees in winter and summer condition; development and growth of the individual tree; common occurrence of different species and their rôle in forest types. **4 s.h.** (w)

PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

[Not offered in 1932-1933]

DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER*; ASSISTANT
PROFESSOR WILSON; DR. SHEARS; AND MR. MAXWELL.

The Department of German attempts in the courses offered below to meet the needs of two classes of students,—those intending to make a systematic and prolonged study of the German language and literature and those wishing to acquire a ready reading knowledge of modern German prose. The opportunity to write a great many exercises and see them carefully corrected, to take frequent dictations in German, and to hear the language spoken a part of each recitation-hour in the elementary courses ought to enable the student to understand a connected lecture in German.

German 1-2 and 3-4 are prerequisites for course 109-110 and all subsequent courses.

* On leave of absence, 1932-1933.

1-2. Elementary German.—Pronunciation, grammar, and translation; diction, easy prose, and poetry. **6 s.h.** (w & e)

PROFESSOR KRUMMEL, ASSISTANT PROFESSOR WILSON,
DR. SHEARS, AND MR. MAXWELL

3-4. Intermediate German.—Grammar and composition; dictation; spoken German; reading of narrative and dramatic prose. **6 s.h.** (w & e)

PROFESSOR KRUMMEL, ASSISTANT PROFESSOR WILSON,
DR. SHEARS, AND MR. MAXWELL

107-108. Scientific German.—The translation and, as soon as possible, the reading without translation of modern scientific prose. **6 s.h.** (w)

PROFESSOR WANNAMAKER

109-110. German Prose Fiction.—Origin and development of the German novel; reading and discussion of typical selections from representative authors of the various literary movements of the nineteenth century. Lectures and reports. **6 s.h.** (e)

PROFESSOR KRUMMEL

111-112. Introduction to the Classic Drama.—Selected plays from Lessing, Schiller, Goethe, and Kleist. **6 s.h.**

ASSISTANT PROFESSOR WILSON

[Not offered in 1932-1933]

113-114. Masterpieces of German Prose—German Lyrics and Ballads.—Brilliant powerful prose from such geniuses as Heine, Grillparzer, and Kleist. Lyrics and ballads from one of the richest fields of German literature. **6 s.h.** (w)

ASSISTANT PROFESSOR WILSON

115-116. German Drama of the Nineteenth Century.—A study of the leading dramatists from Kleist to Hauptmann. Lectures, collateral reading, and reports. **6 s.h.**

PROFESSOR KRUMMEL

[Not offered in 1932-1933]

117-118. Conversational German.—Grammar-review, modern German conversation, and composition. Recommended especially for those who are majoring in German. **6 s.h.** (w)

PROFESSOR ———

119-120. Great Epochs in German Literature.—The great epochs in German literature studied through English translations. Lectures, discussions, and collateral reading. (No knowledge of German required.) **6 s.h.**

PROFESSOR VOLLMER

[Not offered in 1932-1933]

121-122. Schiller.—A comprehensive study of his life, works, and philosophy. Lectures, collateral reading. **6 s.h.**

PROFESSOR VOLLMER

[Not offered in 1932-1933]

123-124. Modern German Short Story.—Development and technique of the Novelle. Lectures, reading. **6 s.h.**

DR. SHEARS

201-202. Goethe.—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. **6 s.h. (w)**

PROFESSOR KRUMMEL

203-204. Leibnitz to Romanticism.—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures, collateral reading. **6 s.h.**

PROFESSOR VOLLMER

[Not offered in 1932-1933]

205-206. Middle High German.—The language and literature of Germany's first classical period. Grammar and translation. First semester: Wright's *Middle High German Primer*, and *Der arme Heinrich*. Second semester: *Das Nibelungenlied*, *Tristan und Isolde*, or *Parzival*. **6 s.h.**

PROFESSOR VOLLMER

[Not offered in 1932-1933]

207-208. German Romanticism.—The entire romantic movement in Germany will be studied in its relation to European romanticism. Lectures, reading. **6 s.h.**

PROFESSOR VOLLMER

[Not offered in 1932-1933]

DEPARTMENT OF GREEK

PROFESSOR PEPPLER; ASSISTANT PROFESSOR WAY;
AND MR. TRUESDALE

Courses 121-122, 141-142, and 131 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

1-2. Course for Beginners.—**6 s.h. (w)**

MR. TRUESDALE

Open to all students.

53-54. Xenophon.—*Anabasis*, Books I-IV. **6 s.h. (w)**

MR. TRUESDALE

Open to students who offer one unit of Greek for admission and to those who have completed course 1-2.

105-106. Homer.—*Iliad*, Books I-VI. **6 s.h. (w)**

ASSISTANT PROFESSOR WAY

Open to students who offer two units of Greek for admission and to those who have completed courses 1-2 and 53-54 or their equivalent.

107-108. Plato.—*Apology, Crito*, and selections, together with collateral reading in the *Memorabilia* of Xenophon and in the *Clouds* of Aristophanes. **Euripides.**—One play, to serve as an introduction to Greek tragedy. **6 s.h. (w)**

ASSISTANT PROFESSOR WAY

Open to students who offer three units for admission and to others who have completed the required preliminary work.

115-116. Sight Reading in Greek.—Three hours per week through the year. **4 s.h. (w)**

ASSISTANT PROFESSOR WAY

117-118. Greek Prose Composition.—The character of this course is determined by the needs of the students who elect it. **2 s.h. (w)**

PROFESSOR PEPPLER

121-122. Greek Literature in English Translations.—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all juniors and seniors, whether they know Greek or not. First, the *Iliad* and the *Odyssey* are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Mycenaean age; then, many of the extant plays of the three great tragic poets are studied in English translations. **6 s.h. (w)**

PROFESSOR PEPPLER

The student may elect course 122, whether or not he has taken course 121.

141-142. Greek Art.—Lantern lectures, introduced or supplemented by formal lectures, dealing mainly with Greek sculpture and Greek architecture. Some account is given of Egyptian and Mesopotamian art by way of introduction. No knowledge of Greek is required. **6 s.h. (w)**

ASSISTANT PROFESSOR WAY

Greek 131—Latin 132—Ancient History.—First semester: History of Greece with brief introduction dealing with Oriental nations. Second semester: History of Rome. **6 s.h. (w)**

PROFESSOR ANDERSON

201-202. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h. (w)**

PROFESSOR PEPPLER

203-204. Homer.—*Odyssey*. **Pindar and Bacchylides. 6 s.h. (w)**

PROFESSOR PEPPLER

205-206. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. **6 s.h. (w)**

PROFESSOR PEPPLER

207-208. Greek Orators.—Selected speeches. **6 s.h.** (w)

PROFESSOR PEPPLER

209-210. Plato.—*Symposium, Protagoras*, and parts of the *Republic*.
6 s.h. (w)

PROFESSOR PEPPLER

211-212. Aristophanes.—Selected comedies. **6 s.h.** (w)

PROFESSOR PEPPLER

Only one of the six courses for seniors and graduates, listed above, is offered in any one year.

243. Greek Archaeology.—The topography and monuments of Athens. Course 243 is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Course 141-142 is prerequisite. **3 s.h.** (w)

ASSISTANT PROFESSOR WAY

244. Greek Epigraphy.—Lectures on the history of the alphabet, and the development of the local Greek alphabets, followed by extensive reading of inscriptional texts in facsimile. **3 s.h.** (w)

ASSISTANT PROFESSOR WAY

245. Greek Dialects.—A linguistic study of transliterated inscriptions illustrative of the major Greek dialects. The interrelations of the dialectal forms are examined, with reference, where possible, to their origin in pre-ethnic Greek. **3 s.h.** (w)

ASSISTANT PROFESSOR WAY

[Not offered in 1932-1933]

246. Greek Historical Inscriptions.—The more valuable historical inscriptions are read in chronological order and interpreted in their general bearing upon the course of Greek history. Course 131 is prerequisite. **3 s.h.** (w)

ASSISTANT PROFESSOR WAY

[Not offered in 1932-1933]

Graduates of this University may attend the American School of Classical Studies at Athens, Greece, without charge for tuition, and are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology and one in the language, literature, and history of ancient Greece, each with a stipend of \$1400. They are awarded mainly on the basis of examinations held in the beginning of March of each year.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION**TRINITY COLLEGE**

DIRECTOR OF PHYSICAL EDUCATION WADE; ASSISTANT DIRECTOR VOYLES; AND
ASSISTANTS GERARD, COOMBS, CAMERON, WAITE, HAGLER, CALDWELL,
ALLEN, TUTTLE, WARREN, BAKER, CRICHTON, AND
GYMNASIUM DIRECTOR CARD.

REQUIRED PHYSICAL EDUCATION FOR MEN

A thorough medical and physical examination is made of each student on entering the University. Those who reveal pronounced physical deficiencies are excused from the regular courses in physical education and are required to take Corrective Gymnastics. Students assigned to this work continue to take it until they have been pronounced reasonably sound. Thereupon they withdraw from this course and register in the regular physical education course. A student may take from one to eight semesters of this special work. The other students must elect a different activity each semester. In general, these activities fall in one of three groups; those developing physical efficiency; those affording competitive contests; and those occupying recreative or leisure time. Since a student is not allowed to take the same course twice, he covers four courses in the two years of required work.

Eight courses are open to students of the freshman class: Basketball, Corrective Gymnastics, Soccer Football, Beginning Swimming, Beginning Tennis, Tumbling, Track and Wrestling. Those who are pronounced physically defective register in Corrective Gymnastics. Those who pass the health examination register in any of the other seven courses.

Seven courses are open to sophomores: Apparatus Stunts, Boxing, Corrective Gymnastics, Golf, Advanced Swimming, Touch Football, and Advanced Tennis. Those who are physically defective register in Corrective Gymnastics. The others elect any one of the other courses for each semester.

Courses numbered 1 to 49 are for freshmen. All freshmen who do not pass the physical examination must enroll in courses 6-7. Those who pass the physical examination enroll in any of the other seven courses.

Courses numbered 50 to 99 are for sophomores. Sophomores who do not pass the physical examination must enroll in courses 57 and 58. Those who pass the physical examination enroll in any of the other six courses.

Students taking Corrective Gymnastics must continue to take this course until released by the Health Service. All other students must elect a different course each semester.

The regulation indoor suit consists of a sleeveless shirt, (white for freshmen, blue for sophomores) with "Duke" across the front, white running pants, supporter, sweat socks and rubber-soled shoes. For the out-door work a sweat suit should be added to the above list and shoes suitable for the sport.

FOR FRESHMEN

1-2. Basketball.—1½ s.h.	MR. WAITE
5-6. Corrective Gymnastics.—1½ s.h.	MR. CARD
11-12. Soccer Football.—1½ s.h.	MR. GERARD
13-14. Beginning Swimming.—1½ s.h.	MR. WAITE
17-18. Beginning Tennis.—1½ s.h.	MR. ALLEN
19-20. Tumbling Stunts.—1½ s.h.	MR. CARD
21-22. Track.—1½ s.h.	MR. TUTTLE
25-26. Wrestling.—1½ s.h.	MR. WARREN

FOR SOPHOMORES

51-52. Apparatus Stunts.—1½ s.h.	MR. CARD
53-54. Boxing.—1½ s.h.	MR. WARREN
55-56. Corrective Gymnastics.—1½ s.h.	MR. CARD
61-62. Golf.—1½ s.h.	MR. CRICHTON
63-64. Advanced Swimming.—1½ s.h.	MR. GERARD
65-66. Touch Football.—1½ s.h.	MR. HAGLER
67-68. Advanced Tennis.—1½ s.h.	MR. ALLEN

ELECTIVE COURSES IN PHYSICAL EDUCATION

Students who choose Group VI A as their course of study leading to the bachelor of arts degree may elect twelve semester-hours from the following courses:

171. Recreational Activities.—Combative contests, games, mass athletics; supervision of community recreation. Prerequisite: Junior standing. **3 s.h.**
MR. GERARD

173. Health Education and Corrective Gymnastics.—Detection of abnormalities and treatment by physical methods. Prerequisite: Anatomy and Physiology. **3 s.h.**
MR. _____

182. Organization and Administration of Physical Education and Athletics.—Prerequisite: Senior standing. **2 s.h.**
MR. WADE, MR. VOYLES

187. School Programs of Physical Education.—Prerequisite: Senior standing. **3 s.h.**
MR. _____

190. Training and First Aid.—Prerequisite: Senior standing or consent of instructor. **2 s.h.**

MR. BAKER

192. History, Systems and Theories of Physical Education.—**3 s.h.**

MR. VOYLES

WOMAN'S COLLEGE

MISS GROUT, DIRECTOR

MRS. CHATNEUFF, MISS WYCHE, MISS JACOBS, ASSISTANTS

Six hours credit in physical education, with an average grade of "C" must be completed for graduation. For women students two periods of exercise a week through the junior year are needed to fulfill this requirement.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual gymnastics and moderate sports are arranged for those who should not take the more active work.

The regulation costume (approximate cost \$8.50) should be purchased from the college store at the beginning of the year.

ACTIVITIES OFFERED

Fall term (October to December): Hockey, soccer, swimming, tennis, riding, moderate sports, volleyball.

Winter term (December to March): Danish gymnastics, apparatus, group games, individual gymnastics, posture training, clog and character dancing, interpretative dancing, swimming, basketball.

Spring term (March to June): Tennis, swimming, riding, baseball, track and field events, archery.

ELECTIVES IN PHYSICAL EDUCATION

In view of the fact that there is an increasing demand for teachers of general subjects who are qualified to assist in physical education in the public schools, the following courses are offered as electives for prospective teachers and as introductory courses for students planning to continue the study of physical education as a profession.

81. History and Principles of Physical Education.—Prerequisite, Educational Psychology. **3 s.h.**

MISS GROUT

102. The Teaching of Physical Education in Elementary Schools.—Courses 102 and 186 are mutually exclusive. Open to sophomores, juniors, and seniors. **3 s.h.**

MISS GROUT

181-182. Methods of Teaching Athletic Activities.—Open to juniors and seniors. **6 s.h.**

THE STAFF

186. The Teaching of Physical Education in Secondary Schools.—Courses 186 and 102 are mutually exclusive. Open to sophomores, juniors, and seniors. **3 s.h.**

MISS GROUT

DEPARTMENT OF HISTORY

PROFESSORS BOYD, LAPRADE, AND RIPPY; ASSOCIATE PROFESSORS BALDWIN, SHRYOCK, AND CARROLL*; ASSISTANT PROFESSORS NELSON AND MACKAY;

DRS. LANNING, MANCHESTER, WOODY, PARKS; MESSRS.

MCCLOY AND MABRY; AND ASSISTANTS.

The courses in history are designed (1) to give a comprehensive survey of modern European and American history; (2) to provide for a more detailed study of certain phases of English, American, and Hispanic-American development; (3) to give some knowledge of the problems and resources of the general reader and the teacher of history.

Course 1-2 or 51-52 is a prerequisite for all other courses; courses 91 and 92 are prerequisite for courses 113, 119-120, 121-122. Sophomores who took only one semester of course 1-2 in the freshman year may be admitted to courses 91 and 92 or 65-66, provided they made a grade of B or above on the semester taken. Courses offered for seniors and graduates are limited to twenty-five students; juniors may not elect them without special permission from the department and the Council on Graduate Instruction.

1-2. Modern and Contemporaneous Europe.—In this course the development of modern Europe since the middle of the sixteenth century is traced with special reference to the rise of nationality, the Industrial Revolution, scientific thought, domestic politics in the leading states, colonial expansion, diplomacy, and the World War. **6 s.h. (W & E)**

Sophomores and Juniors may not be admitted to this course without the permission of the department.

ASSISTANT PROFESSORS NELSON AND MACKAY, DRs. LANNING,
MANCHESTER, WOODY, AND PARKS, MESSRS.
MCCLOY, AND MABRY

51-52. Modern and Contemporaneous Europe.—The history of Europe since the beginning of the sixteenth century with special reference to the rise of nationality, the industrial revolution, colonial expansion, and international relations. **6 s.h. (W & E)**

ASSOCIATE PROFESSOR BALDWIN, DRs. LANNING AND
MANCHESTER, AND MR. MCCLOY

Not open to freshmen or to students who have had course 1-2.

* On leave of absence, 1931-1932.

91. Political and Social History of the United States to 1800.—A general survey of the development of the United States in which effort is made to place the proper emphasis on underlying economic or other causes of political and social progress. Required readings in the *Yale Chronicles of America* with the presentation of book reviews and one research paper. Old number 9. **3 s.h.** (w & e)

PROFESSORS RIPPY AND SHRYOCK AND DRs. LANNING,
MANCHESTER, AND WOODY

92. Political and Social History of the United States, 1800 to 1860.—This course completes the work begun in 91. Old number 91. **3 s.h.** (w & e)

PROFESSORS RIPPY AND SHRYOCK AND DRs. LANNING,
MANCHESTER, AND WOODY

Note: In courses 91 and 92 no texts are required, but each student pays a class fee of \$3.00 per semester with which all books to be read are purchased and placed in the libraries. This fee is collected through the Treasurer's office.

65-66. The Development of Modern Europe.—This course is designed as a guide to the study of the forces that have produced Europe as it is today, starting with Renaissance and the Reformation. Old number 16. **6 s.h.** (w)

MR. MCCLOY

101-102. Early European Civilization.—This course is a study of the development in Western Europe of the institutions and culture of ancient times and the middle ages. **6 s.h.** (e)

Sophomores who made an average grade of B or more on course 1-2 may be admitted to this course.

ASSISTANT PROFESSOR MACKAY

114. History of the United States since 1860.—A continuation of courses 91 and 92. The Civil War and its results, the evolution of reconstruction policies, cultural, political, and economic development since 1876, the World War, and post-bellum problems. Old number 113. **3 s.h.** Prerequisites, courses 91 and 92. (w)

DR. LANNING

Ancient History.—Greek 113—Latin 132.—See Department of Latin and Roman Studies. (w)

119-120. Social and Economic History of the American People.—Particular attention is given to the relationship between economic forces and such phases of social life as the family, morals and customs, immigration, crime and punishment, amusements, public opinion, and public health. Old number 119. **6 s.h.** Prerequisites, courses 91 and 92. (w)

PROFESSOR SHRYOCK

[Not offered in 1932-1933]

121-122. The Church in American History.—Among the subjects considered are the relation of theology and church government to political theory and practice, the social and political results of the Great Awakening and of ecclesiastical controversies, the part played by the Church in the American Revolution and in the making of state constitutions, in education, westward expansion, in the reform movements of the nineteenth century, labor controversies, the Civil and World Wars, and internationalism. Old number 120. **6 s.h.** Prerequisites, courses 91 and 92. (E)

ASSOCIATE PROFESSOR BALDWIN

123-124. English History.—A survey of transitions in the political institutions and social development from the Norman Conquest to the present. Old number 124. **6 s.h.** (w)

PROFESSOR LAPRADE

125. The Ancient Régime, the French Revolution, and Napoleon.—**3 s.h.** (w)

PROFESSOR CARROLL*

126. The Congress of Vienna and the Rise of the European Nations to 1870.
3 s.h. (w)

PROFESSOR CARROLL*

127. History of Latin America: The Colonial Period.—A survey of the Spanish and Portuguese background, the conquest of the semi-civilized Indians of America, the founding and government of the Spanish and Portuguese Colonies in the New World, and their struggle for independence. The economic phase of Colonial enterprise will be emphasized. —**3 s.h.** (w)

PROFESSOR RIPPY

128. History of Latin America: The National Period.—A survey of the political, social, and especially the economic development of the Latin American nations, with some attention to their foreign relations. **3 s.h.** (w)

PROFESSOR RIPPY

FOR SENIORS AND GRADUATES

203. The Union, Confederacy, and Reconstruction.—The subjects considered are the rise of secession, the constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. **3 s.h.** (w)

PROFESSOR BOYD

[Not offered in 1932-1933]

205-206. English Constitutional History.—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries,

* On leave of absence, 1931-1932.

the main lines of constitutional development since 1800, and an outline of the British government as it exists today. Old number 204. **6 s.h. (w)**

PROFESSOR LAPRADE

[Not offered in 1932-1933]

209-210. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. Old number 210. **6 s.h. (w)**

PROFESSOR BOYD

[Not offered in 1932-1933]

211. The Teaching of History and Civics (Education 226).—This course consists of informal discussions, based upon collateral reading and observation work of such topics as aims, tests for values, the social-studies curriculum, class-room procedure, and course and lesson planning. The class is limited in numbers to fifteen, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such seniors are admitted as are thinking seriously of teaching history in the high schools, who have taken at least eighteen hours of history in college, and who expect to qualify for a North Carolina Grade A teaching certificate. These qualifications, however, do not necessarily apply to graduate students, who may be admitted upon consultation with the instructor at the beginning of the fall term. Old number 212. **3 s.h. (w)**

PROFESSOR SHRYOCK

[Not offered in 1932-1933]

215. History of the United States' Foreign Policy.—This course traces the history of American Diplomacy since 1789. Prerequisite, courses 91 and 92. **3 s.h. (w)**

PROFESSOR RIPPY

217-218. Europe since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. Old number 217. **6 s.h. (w)**

PROFESSOR CARROLL*

219-220. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansions, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. Old number 218. **6 s.h. (w)**

PROFESSOR CARROLL*

[Not offered in 1932-1933]

* On leave of absence, 1931-1932.

221-222. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. Old number 222. **6 s.h.** (w)

ASSISTANT PROFESSOR NELSON

223-224. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical, and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy, and art, in the period 300-1300 A.D. Old number 223. **6 s.h.** (w)

ASSISTANT PROFESSOR MACKAY

230. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. **3 s.h.** (w)

PROFESSOR BOYD

[Not offered in 1932-1933]

231. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. Old number 232. **3 s.h.** (w)

DR. LANNING

232. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. Old number 231. **3 s.h.** (w)

PROFESSOR RIPPY

DEPARTMENT OF LATIN AND ROMAN STUDIES

PROFESSORS ROSBOROUGH, AND ANDERSON; ASSISTANT PROFESSOR GATES; AND MR. POWERS.

Work is offered in several branches of Roman Studies: Latin Language and Literature, Roman Art and Archaeology, Ancient History, Roman Law. Students who present for entrance less than the four standard units of high-school Latin may make up the deficiency by taking the requisite courses from Latin 1-2, 3-4, 19. These courses are more comprehensive than the high-school courses of which they might seem the equivalent, and are by no means designed to supplant the teaching of Latin in the high school.

1-2. Introductory Course.—Elementary Latin and Reading of Easy Prose.—*First semester:* Forms, pronunciation, vocabulary, constructions, derivatives. *Second semester:* Continuous prose reading and translation, with continued emphasis on grammar and forms. Those who present

only one unit of Latin for entrance must, unless excused by the department, attend the course from the beginning, but will receive credit for the second semester's work only. **6 s.h. (w)**

MR. POWERS

3. Cicero's Orations.—Four orations including the *Manilian Law* and *Archias*, with some attention to prose composition. Prerequisite, two units of entrance Latin or Latin 1-2. The class meets five hours a week. **5 s.h. (w)**

MR. POWERS

4. Vergil's Aeneid.—Selections from books I-VI, to the amount of four books, will be read and translated, due attention being paid to prosody. Prerequisite, three entrance units and Latin 57 taken in the semester preceding admission to the course. The class meets five hours a week. **5 s.h. (w)**

MR. POWERS

11. Terence.—Comedies. **Cicero:** *De Amicitia* and *De Senectute* may be substituted. Prerequisite, four units of entrance Latin, or Latin 3-4, or Latin 3 and 59. **3 s.h. (w & E)**

THE STAFF

12. Horace.—The Odes and Epodes. **3 s.h. (w & E)**

THE STAFF

15-16. Latin Composition.—Prerequisite or concurrent, Latin 11 and 12. One hour a week throughout the year. **2 s.h. (w & E)**

MR. POWERS

53. Sallust and Tacitus.—The *Jugurtha* of Sallust, the *Agricola* and the *Germania* of Tacitus. Prerequisite, Latin 11 and 12. **3 s.h. (w)**

PROFESSOR ROSBOROUGH

54. Catullus.—Most of the poems will be read, and Catullus's influence on certain ancient and modern poets will be discussed. **3 s.h. (w)**

PROFESSOR ROSBOROUGH OR ASSISTANT PROFESSOR GATES

57. Sight Reading in Classical Latin.—One period of an hour and a half per week through the first semester. Recommended for students entering with three units of Latin as preparation for beginning Vergil the second semester. No outside preparation required. **1 s.h. (w & E)**

THE STAFF

58. Sight Reading in Mediaeval Latin.—One period of an hour and a half per week through the second semester. Prerequisite, Latin 11 or 12 or 57. No outside preparation required. **1 s.h. (w & E)**

THE STAFF

59. Roman Law.—An introduction to some of the more interesting and instructive principles and institutions of Roman Law in the original Latin sources. Prerequisite, Latin 3 or its equivalent. **3 s.h. (w)**

PROFESSOR ROSBOROUGH

101. Tacitus and Suetonius.—[Not offered in 1932-1933]

102. Juvenal and Persius.—[Not offered in 1932-1933]

103. The Roman Elegiac Poets.—[Not offered in 1932-1933]

104. The Satires and Epistles of Horace.—[Not offered in 1932-1933]

105. Martial: Epigrams.—The development of the epigram before him; his significance in the history of the epigram and for the age of Domitian; his influence traced down into the modern world. **3 s.h.** (w & e)

PROFESSOR ROSBOROUGH

106. Letters of Pliny the Younger.—Study of the society and institutions of his time. **3 s.h.** (w & e)

PROFESSOR ROSBOROUGH

107. Livy: *Ab Urbe Condita*.—Books I, XXI, and XXII entire. **3 s.h.** (e)

ASSISTANT PROFESSOR GATES

108. Cicero's Letters.—A considerable amount of the interesting and important correspondence of Cicero will be read. **3 s.h.** (e)

ASSISTANT PROFESSOR GATES

109. Materials and Methods.—A study of Latin in the secondary school curriculum. Course for prospective teachers of high school Latin. Prerequisite, eighteen approved semester-hours of college Latin including Latin 11, 12, 53, 54, or equivalent courses. *Required of students who plan to teach Latin.* **3 s.h.**

PROFESSOR ANDERSON

111-112. Latin Literature in English Translation.—[Not offered in 1932-1933]

113-114. Roman Civilization.—[Not offered in 1932-1933]

Ancient History: Greek 131—Latin 132.—*First semester:* History of Greece with a brief introduction on Oriental nations. *Second semester:* History of Rome. May be counted for credit as History, Greek, or Latin, but carries no language credit. **6 s.h.** (w)

PROFESSOR ANDERSON

201. Roman Fiction.—[Not offered in 1932-1933]

202. Early Latin Christian Writers.—[Not offered in 1932-1933]

203-204. Epic Poetry.—The development and significance of the epic in Latin literature, with considerable reading in the Roman epic poets. **6 s.h.**

ASSISTANT PROFESSOR GATES

205-206. Roman Dramatic Literature.—Select Comedies of Plautus and Terence; select Tragedies of Seneca. Rapid reading course. **6 s.h.**

PROFESSOR ROSBOROUGH AND ASSISTANT PROFESSOR GATES

207-208. Roman Philosophy.—[Not offered in 1932-1933]

209-210. Vulgar Latin: Introduction to Romance Philology.—[Not offered in 1932-1933]

215. Introduction to Roman Art and Archaeology.—Principles; relation to Etruscan and Greek art; Rome's progress and contributions to world art and architecture. Illustrated lectures, discussions, reports. *No knowledge of Latin required.* **3 s.h. (w)**

PROFESSOR ROSBOROUGH

216. Topography and Monuments of Ancient Rome.—A study of the site of Rome, its development and progress, city plan, public buildings, dwelling-houses, aqueducts, sewers, streets, fora, theatres, etc. **3 s.h. (w)**

PROFESSOR ROSBOROUGH

For other senior-graduate courses see the Bulletin of the Graduate School.

LAW COURSES FOR ACADEMIC STUDENTS

PROFESSORS MILLER, BOLICH, CAVERS, FULLER, HORACK,
MAGGS AND OSBORNE.

The following courses are given in the School of Law and are open only to Seniors.

201. Actions and Legal History.—**3 s.h.**

PROFESSOR BOLICH

203-204. Contracts I.—(Including Legal Methods.) **6 s.h.**

PROFESSOR FULLER

205-206. Criminal Law.—**4 s.h.**

PROFESSOR MILLER

208. Equity I.—**2 s.h.**

PROFESSOR HORACK

209. Property I.—(Personal Property). **2 s.h.**

PROFESSOR OSBORNE

210. Property II.—(Introduction to Real Property). **3 s.h.**

PROFESSOR CAVERS

211-212. Torts.—**6 s.h.**

PROFESSOR MAGGS

LIBRARY SCIENCE

MR. POWELL.

1-2. Library Methods.—This course emphasizes the function of the library in the university and gives special instruction to students on the use of libraries in general. Special emphasis will be placed on the classification of books, the use of the card catalogue, dictionaries, encyclopedias, indexes, reference books on special subjects, and biographical and bibliographical works. Although designed primarily to acquaint students with the library and its resources, this course should prove helpful to prospective teacher-librarians who plan to enter high-school work after college. The course is open to all undergraduates, is given once a week throughout the year, and carries no college credit. (w)

MR. POWELL

DEPARTMENT OF MATHEMATICS

PROFESSORS FLOWERS, MARKHAM, RANKIN, AND ELLIOTT; ASSISTANT PROFESSORS PATTERSON, ALDRIDGE, HICKSON, MILES, THOMAS, DALE, AND ROBERTS; MESSRS. ARNOLD, DRESSER, AND GREENWOOD, MISS STOKES; AND ASSISTANTS.

Courses 1 and 2 are the traditional freshman courses in college algebra and trigonometry. Students preferring a unified course in elementary mathematics to the traditional plan of studying the elementary subjects separately should take course 3 instead of courses 1 and 2. Course 3 is required of students in the business administration and pre-medical groups, and special sections of this course will be designated for these students. A freshman who has had some trigonometry and a good high school record in algebra should take course 7. A student should consult the department for particulars regarding honors work in mathematics.

1. College Algebra.—*Each semester. 3 s.h.*

Students found deficient in elementary algebra may be required to review this before registering for course 1. (w & E)

STAFF

2. Plane Trigonometry.—*Each semester. 3 s.h. (w)—Fall semester. (w & E)—Spring semester.*

STAFF

Prerequisite, except by special permission of the department, course 1.

3. Elementary Mathematical Analysis.—A unified course treating elementary topics in mathematics. **6 s.h. (w & E)**

STAFF

7. Algebra and Trigonometry.—This course is a treatment of the essentials of algebra and trigonometry. Open to students approved by the department. **3 s.h. (w)**

STAFF

9-10. Engineering Mathematics.—This course, given for engineering freshmen and other students who desire to take more than 6 hours mathematics in their freshman year, includes college algebra, plane trigonometry, and plane analytic geometry. **10 s.h.** (E)

ASSISTANT PROFESSOR PATTERSON

11-12. Engineering Mathematics.—This course is given for engineering freshmen who do not qualify to take mathematics 9-10. *See Department of Engineering.* **10 s.h.** (E)

ASSISTANT PROFESSOR PATTERSON

16. Solid Geometry.—Given second semester on sufficient demand. **3 s.h.** (w)

STAFF

50. Plane Analytic Geometry.—*Each semester.* **3 s.h.** (w & E)
Prerequisite, course 2.

STAFF

55. Differential Calculus.—*Each semester.* **4 s.h.** (w & E)

STAFF

Prerequisite, course 50.

71. Mathematics of Investment.—An elementary course dealing with simple and compound interest, annuities certain, amortization, sinking funds, depreciation, evaluation of bonds, and life insurance; primarily for students in business administration. **3 s.h.** (w)

ASSISTANT PROFESSOR HICKSON

Prerequisite, 6 hours of college mathematics.

74. Statistics.—An elementary course in statistics primarily for students in business administration. **3 s.h.** (w)

ASSISTANT PROFESSOR HICKSON

Prerequisite, 6 hours of college mathematics.

100. Integral Calculus.—*Each semester.* **4 s.h.** (w & E)

STAFF

Prerequisites, courses 50 and 55.

201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. **3 s.h.** (w)

PROFESSOR RANKIN

Prerequisite, course 100.

204. Teaching of Mathematics.*—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. **3 s.h.** (w)

Prerequisite, course 100.

PROFESSOR RANKIN

* This course carries graduate credit only for students whose major subject is education.

207. Fundamental Concepts of Algebra and Geometry.—This course deals with the concepts of: number, variable, function, limit, group, symbolism, definition, postulate, axiom, proposition, space, and proof. **3 s.h. (w)**

PROFESSOR RANKIN

225. Theory of Equations and Determinants.—**3 s.h. (w)**

ASSISTANT PROFESSOR DALE

Prerequisite, course 55.

228. Number Theory.—A study of elementary properties of integers; operations with respect to a modulus; theorems of Fermat and Wilson.

3 s.h. (w)

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h. (w)**

PROFESSOR ELLIOTT

Prerequisite, course 100.

235-236. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. **6 s.h. (w)**

(w)

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 55.

239-240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. **6 s.h. (w)**

PROFESSOR ELLIOTT

Prerequisite, course 100.

250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high-school geometry. **3 s.h. (w)**

PROFESSOR RANKIN

Prerequisite, course 55.

252. Non Euclidean Geometry.—An introduction to the geometry of Bolyai and Lobachevsky. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

255-256. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. **6 s.h. (w)**

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 55.

259-260. Analytic Geometry of Space.—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. **6 s.h.** (w)

PROFESSOR ELLIOTT

Prerequisite, course 55.

275. Probability.—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. **3 s.h.** (w)

ASSISTANT PROFESSOR MILES

Prerequisite, course 100.

276. Probability.—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. **3 s.h.** (w)

ASSISTANT PROFESSOR MILES

280. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. *Either semester.* **3 s.h.** (w)

ASSISTANT PROFESSOR DALE

Prerequisite, course 100.

281. Elementary Potential Theory.—Fields of force; Newtonian potentials due to volume and to surface distributions. Primarily for students who are interested in mathematical physics. **3 s.h.** (w)

ASSISTANT PROFESSOR MILES

Prerequisite, course 100.

284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. **3 s.h.** (w)

PROFESSOR ELLIOTT

Prerequisite, course 100.

DEPARTMENT OF PHILOSOPHY

PROFESSORS WIDGERY, CRANFORD, AND GILBERT

Sophomores may take courses prescribed for Juniors and Juniors may take courses prescribed for Seniors by obtaining permission through the instructor.

98. Introduction to Ethics.—An elementary consideration of some of the important moral problems in the light of philosophical tradition and the science of values. 4th period, T. Th. S. **3 s.h.** (E)

Sophomores and approved Freshmen.

PROFESSOR GILBERT

101-102. Introduction to Philosophy.—This course is intended to acquaint the student with the nature of philosophical problems and to show how they arise in the mind of the individual. Lectures, assigned readings with reports. **6 s.h.**

(w) PROFESSOR CRANFORD, (E) PROFESSOR GILBERT

104. Logic.—A study of the laws and principles of deductive and inductive reasoning. Text-book and discussion. **3 s.h.** (w)

PROFESSOR CRANFORD

201-202. The Philosophy of Art.—Study of the various phases of the aesthetic experience and forms of beauty with analysis of examples. Particular attention will be given to recent writers on aesthetics. Lectures, discussion, and reports. **6 s.h.** (e)

PROFESSOR GILBERT

203-204. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct, approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbooks. Text used: Everett's *The World of Values*. **6 s.h.** (w)

PROFESSOR CRANFORD

205. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. **3 s.h.**

PROFESSOR WIDGERY

209-210. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, reports. **6 s.h.** (w)

PROFESSOR WIDGERY

[Not offered in 1932-1933]

211-212. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of the nineteenth century. Lectures, study of texts, reports. **6 s.h.** (w)

PROFESSOR WIDGERY

[Not offered in 1932-1933]

213-214. History of Aesthetics.—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. **6 s.h.** (e)

PROFESSOR GILBERT

[Not offered in 1932-1933]

215-216. Contemporary Philosophy.—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports. **6 s.h.**

PROFESSOR WIDGERY

221. Spinoza.—Detailed study of Spinoza's works showing the development of his own thought and his relation to his contemporaries. Lectures and reports. **3 s.h.** (w)

PROFESSOR GILBERT

223-224 (Old 223). Idealism and Rationalism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. **6 s.h.** (w)

PROFESSOR CRANFORD

225. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smyth's *Christian Ethics*. **3 s.h.** (w)

PROFESSOR CRANFORD

226. Outlines of the History of Ethics.—A critical survey of theories of morality from Plato to the present day. Lectures, discussions, reports. **3 s.h.** (w)

PROFESSOR WIDGERY

DEPARTMENT OF PHYSICS

PROFESSORS EDWARDS AND HATLEY; ASSISTANT PROFESSORS COLLINS AND NIELSEN; DR. CONSTANT; MR. CARPENTER; AND ASSISTANTS.

The first course in physics deals largely with those fundamental facts and theories concerning the physical universe that are supposed to be of interest to every intelligent man, and the matter presented is within the comprehension of every college student.

The courses in physics after the first year are designed to meet the needs of three classes of students: (1) those desiring to specialize in physics with a view to work in teaching or investigation; (2) those intending to pursue the study of medicine, biology, or chemistry; (3) those looking forward to the study of engineering. The work of the first year is designed to lay a broad foundation for subsequent study.

1-2. General Physics.—This course stresses neither mathematical processes nor exact measurements. It traces historically and experimentally the development of great principles. The class is divided into four groups according to the ability of the students as judged by various tests. For the purpose of laboratory instruction, the entire class is divided into fifteen sections. Three hours recitations and two hours laboratory. **8 s.h.** (w & e)

PROFESSOR EDWARDS, MR. CARPENTER, AND ASSISTANTS

51-52. Laboratory Physics.—In this course students are taught methods of exact observation and measurement in mechanics, heat, sound, light and electricity. **1 to 3 s.h.** (w)

ASSISTANT PROFESSOR COLLINS

53. Electricity.—A course which covers the fundamental principles of electricity and magnetism in a more complete and advanced manner than is possible in Physics I. This is a lecture course with demonstrations but without individual laboratory work. Physics 102 is a correlated laboratory course. **3 s.h. (w)**

Prerequisite, course 1-2 or its equivalent.

PROFESSOR EDWARDS

54. Physical Optics and Elementary Atomic Physics.—A lecture course covering the fundamental principles of physical optics and the physics of the atom. Correlated laboratory work will be arranged if desired. **3 s.h. (w)**

PROFESSOR EDWARDS

Prerequisite, course 1-2 or its equivalent.

55. Mechanics.—This course covers in a thorough way the more advanced phases of mechanics, which do not require the use of the calculus. Course 1-2 or its equivalent and a knowledge of trigonometry are prerequisites to this course. **3 s.h. (w)**

ASSISTANT PROFESSOR COLLINS

56. Heat.—A semester course covering the principles of heat. This course is a preparation for advanced courses in Physical Chemistry and Thermodynamics. Course 1-2 or its equivalent and a knowledge of trigonometry are prerequisites to this course. **3 s.h. (w)**

ASSISTANT PROFESSOR COLLINS

61-62. Physics for Engineers.—A course in general physics which gives special emphasis to engineering problems. Open to sophomores who have completed trigonometry. Four hours recitation (E) and three hours laboratory. Old number 3-4. **10 s.h. (E)**

PROFESSOR HATLEY AND ASSISTANT PROFESSOR COLLINS

63. Household Physics.—A course designed primarily to meet the requirements in physics for students to specialize in domestic science. The course is based on Whitman's *Physics of the Household*. *First or second semester*. Old number 5. **3 s.h. (E)**

MR. CARPENTER

64. Teacher's Physics.—This course is designed primarily for those intending to teach physics in secondary schools. Enough advanced theory is covered to give some perspective, but special emphasis is placed on a study of method, every-day application of principles construction of apparatus, the mounting of classroom experiments, and on general laboratory technique. *First or second semester*. **3 s.h. (w)**

MR. CARPENTER

Prerequisite, course 1-2 or its equivalent.

65-66. Pre-Medical Physics.—This course is designed to meet in a thorough way the requirements for entrance into the study of Medicine. The course is made up of demonstration lectures, recitations, problem

periods and laboratory sections. A knowledge of the elements of trigonometry is a prerequisite. Old number 9-10. **10 s.h.** (w)

PROFESSORS EDWARDS, HATLEY, ASSISTANT PROFESSOR COLLINS,
MR. CARPENTER AND ASSISTANTS

If less than ten students elect any one of the four preceding courses, it may not be offered.

101. Physics Problems.—First or second semester, each one, two or three hours. Total possible credit **3 s.h.** Old number 57. (w)

ASSISTANT PROFESSOR NIELSEN

102. Electrical Measurements.—This course is intended as a general elective for students in electrical engineering and physics. A fundamental course in electrical engineering or course 207 or course 53 is a prerequisite. One recitation and two three-hour laboratory periods per week. **1 to 3 s.h.** (w)

ASSISTANT PROFESSOR NIELSEN

103-104. General Physics.—A lecture demonstration course covering the fundamental principles of physics. No laboratory exercises are given in this course. Students desiring individual laboratory work should take Physics 151. **6 s.h.** (w)

PROFESSOR EDWARDS

An elementary knowledge of the calculus and credit for 12 semester-hours in physics are presumed in all of the following courses.

201-202. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of inductance capacity, induction coils, oscillatory discharge, high-frequency generators and transformers, and the various methods of detecting electromagnetic waves. **6 s.h.** (w)

ASSISTANT PROFESSOR COLLINS

Prerequisite, course 207 or its equivalent.

203-204. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. **6 s.h.** (w)

ASSISTANT PROFESSOR COLLINS

205-206. Physical Optics.—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The laboratory work is based on Taylor's *Advanced Optics*. Two lectures and one three-hour laboratory period per week. **6 s.h.** (w)

PROFESSOR HATLEY

207-208. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as a basis of the lectures. Three lectures per week, throughout the year. **6 s.h.** (w)

DR. CONSTANT

209. Thermodynamics.—Thermodynamics is the science on which the physico-chemical sciences are based. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. **3 s.h.** (w)

PROFESSOR EDWARDS

211-212. History of Physics.—A rapid review of the fundamental laws of physics developed from the historical point of view. First or second semester. **2 s.h.** (w)

PROFESSOR EDWARDS

DEPARTMENT OF PSYCHOLOGY

PROFESSOR MCDUGALL; ASSOCIATE PROFESSOR LUNDHOLM; AND ASSISTANT PROFESSORS ZENER, RHINE, AND ADAMS.

101. Introduction to Psychology: General Principles.—Lectures, demonstrations, prescribed readings, and reports. **3 s.h.** (w & e)

PROFESSOR MCDUGALL, ASSISTANT PROFESSORS
ZENER AND RHINE

This course will be given on the East Campus provided there is sufficient demand for it.

102. Introduction to Psychology: Experimental and Applied.—A demonstrational introduction to the method and results of experimental and applied psychology. **3 s.h.** (w)

ASSISTANT PROFESSOR ZENER

104. Comparative Psychology.—Lectures, readings, and reports on the phylogeny of mind, from protozoa to man. **3 s.h.** (w)

ASSISTANT PROFESSOR ADAMS

106. Psychology of Character and Conduct.—Lectures, readings, and reports. **3 s.h.** (w)

ASSISTANT PROFESSOR RHINE

[Not offered in 1932-1933]

201. Social Psychology.—Lectures, readings, and reports. **2 s.h.** (w)

PROFESSOR MCDUGALL

[Not offered in 1932-1933]

203. Psychology of Aesthetics.—Lectures, readings, and reports. **3 s.h.** (w)

ASSOCIATE PROFESSOR LUNDHOLM

205. Psychology of Reasoning.—Lectures, readings, and reports. **3 s.h.** (w)

ASSISTANT PROFESSOR RHINE

[Not offered in 1932-1933]

207. Advanced Laboratory Psychology.—An introduction to experimental techniques, with emphasis on individual problems. Laboratory. **3 s.h.** (w)
ASSISTANT PROFESSOR ZENER

208. Neurological Foundations of Psychology.—A comparative study of the neural basis of behavior. Lectures, laboratory. **4 s.h.** (w)
ASSISTANT PROFESSOR ZENER

[Not offered in 1932-1933]

209. Experimental Psychology.—

A. Survey of experimental work on maturation, learning, memory, motive, emotion, fatigue. Lectures, discussions, reports. **3 s.h.**
[Not offered in 1932-1933]

B. Survey of experimental work on the cognitive processes: sensing, perceiving, thinking. Lectures, discussions, reports. **3 s.h.**

ASSISTANT PROFESSOR ZENER

[Offered in alternate years to 209A]

210. Physiological Psychology.—A consideration of those aspects of the physiology of the nervous system relevant to behavior. Lectures, reports, laboratory. **4 s.h.** (w)

ASSISTANT PROFESSOR ZENER

212. History and Critical Survey of Psychical Research.—Lectures, demonstrations, discussions. **1 s.h.** (w)

ASSISTANT PROFESSOR RHINE

214. Psychology of Personality.—Lectures, discussions, reports, and demonstrations. **3 s.h.** (w)

ASSISTANT PROFESSOR RHINE

215. Child Psychology.—Lectures with motion picture demonstrations of environmental forces in child behavior and development. **3 s.h.** (w)

ASSISTANT PROFESSOR ADAMS

217. Seminar in Comparative Psychology.—Fundamental concepts; tropisms, instinct, gradients, regulations, evolutionary theories, etc. **2 or 3 s.h.** (w)

ASSISTANT PROFESSOR ADAMS

218. Abnormal Psychology.—Lectures, readings, and demonstrations. **3 s.h.** (w)

ASSOCIATE PROFESSOR LUNDHOLM

219-220. History of Psychology.—Lectures and prescribed readings. A survey of the development of thought on the major problems of psychology from the earliest times to the present day. **2 s.h.** (w)

PROFESSOR McDOUGALL

221. Psychology of Suggestion and Hypnosis.—Lectures, demonstrations, discussions. (w)

ASSISTANT PROFESSOR RHINE
(Students admitted by consultation with instructor.)

223. Schools of Abnormal Psychology—Seminar.—2 or 3 s.h. (w)

ASSOCIATE PROFESSOR LUNDHOLM
Undergraduates admitted only if pre-medical students or if seniors and candidates for honors in Psychology.

DEPARTMENT OF RELIGION

PROFESSORS RUSSELL, SPENCE, CANNON, ORMOND, BRANSCOMB**, MYERS,
GARBER, GODBEY,* HICKMAN, AND SMITH; ASSISTANT PROFESSOR
CRUM; DR. CLARK; MRS. SPENCE.

The Department of Religion is divided into several sub-divisions. The purpose is to offer courses through which the college student, especially one looking forward to some form of Christian work, may secure a general view of the field of religion, both in theoretical and in practical phases.

Courses 1-2, 51-52, 101-102, 103-104, 105-106, 215-216, 269-270 and Philosophy 225 (Christian Ethics) may be taken in fulfilment of the requirement in Religion.

1-2. The English Bible.—In this course a survey of the contents of the Bible is made, with particular reference to the literary, historical, and religious values. It is required of all students majoring in Religion, and is open to others as an elective in the freshman year. **6 s.h.** (E & W)

PROFESSORS MYERS, SPENCE, ORMOND,
DR. CRUM, AND MRS. SPENCE

51. The History of the Hebrew People.—A study of the Hebrew people that gives attention to their political history, their religious and social institutions, their literary development, with special reference to their contribution to civilization. *For sophomores and juniors.* **3 s.h.** (E & W)

PROFESSOR MYERS, DR. CRUM, AND MRS. SPENCE

52. New Testament Literature.—In this course a study is made of the literature of the New Testament, its historical background, and its religious values. *For sophomores and juniors.* **3 s.h.** (E & W)

PROFESSOR MYERS, DR. CRUM, AND MRS. SPENCE

101. The Social Teachings of the Prophets and Jesus.—A study of the social teachings of the Old Testament prophets and of the social ideals of Jesus as they appear in the four gospels. **3 s.h.** (w)

PROFESSOR ORMOND

* Service terminated Jan. 31, 1932.

** On leave of absence, 1931-1932.

102. The Christian Church in the Social Order.—This course will deal with the Christian Church in its service to society and its relation to other social institutions. **3 s.h.** (w)

PROFESSOR ORMOND

103. The Prophets of the Old Testament.—In this course a study is made of the history and nature of prophecy, with particular attention being given the messages of the outstanding pre-exilic literary prophets. **3 s.h.** (w)

PROFESSOR MYERS

104. The History and Religion of the Jews to the Roman Period.—The work in this course is based largely on exilic and post-exilic prophecy, the wisdom literature, and the earlier apocalypses. **3 s.h.** (w)

PROFESSOR MYERS

105. Great Epochs in Church History.—The most important events in the history of the Christian church from the Apostolic Age through the Reformation are considered in their bearing on civilization. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1932-1933]

106. Outlines of the History of Religion.—A brief survey of the chief religious systems of the world, ancient and modern, including those of Babylonia, Assyria, Greece, Rome, Persia, Hinduism, Buddhism, Confucianism, Shinto, Islam, Judaism, and Christianity. **3 s.h.**

PROFESSOR ———

[Not offered in 1932-1933]

215. The Life of Jesus.—A study of the life of Jesus as recorded in the Synoptic Gospels. **3 s.h.** (w)

PROFESSOR MYERS

216. The Teaching of Jesus.—An interpretation of the teaching of Jesus as recorded in the Synoptic Gospels. **3 s.h.** (w)

PROFESSOR MYERS

269-270. Masterpieces of Great Religious Literature.—In the first semester a study is made of the great inspirational literature of the ancient world. The greater part of the material is taken from the Bible, though literatures of other races and religions are considered. The second semester is devoted to religious thought in the literature from the second to the twentieth centuries. **6 s.h.** (w)

PROFESSOR SPENCE

225. Philosophy—Christian Ethics.—(See Department of Philosophy for description). **3 s.h.**

PROFESSOR CRANFORD

ELECTIVE COURSES

All courses listed as acceptable in fulfilling the requirement in the Department of Religion are also open as electives for other students, with

the exception of courses 1-2. After the requirements in Religion have been met, consent of the instructor must be secured to be admitted to other courses in the group offered to meet the requirements in the Department.

131-132. American Christianity.—The aim of this course is to trace the growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America. Prerequisite, History 1-2 or its equivalent. **6 s.h.** (w)

PROFESSOR GARBER

[Not offered in 1932-1933]

169. Character Problems.—Problems of youth in character building. **3 s.h.** (w)

DR. CRUM

170. Religion and the Modern Home.—A study of the American home in its contemporary social and religious aspects. **3 s.h.** (w)

DR. CRUM

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. **6 s.h.** (w)

PROFESSOR ———

203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. **6 s.h.** (w)

PROFESSOR RUSSELL

211-212. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. **6 s.h.** (w)

DR. CLARK

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given the creation of the literature of the New Testament. **6 s.h.** (w)

DR. CLARK

217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. **3 s.h.** (w)

DR. CLARK

218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. **3 s.h.** (w)

PROFESSOR RUSSELL

219. Life of Paul.—A study of Paul's life on the basis of Acts and the letters of Paul, emphasizing the permanent values in Paul's work and his contribution to the world. **3 s.h.** (w)

PROFESSOR MYERS

[Not offered in 1932-1933]

223. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. **3 s.h.** (w)

PROFESSOR GARBER

234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. **3 s.h.** (w)

PROFESSOR GARBER

251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. **3 s.h.** (w)

PROFESSOR ORMOND

252. Rural Church Administration.—This course deals with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. **3 s.h.** (w)

PROFESSOR ORMOND

261. An Educational Approach to Religion.—A study in the educational theory of religion, including a discussion of the social, psychological, and theological aspects of moral and religious growth. **3 s.h.**

PROFESSOR SMITH

262. Organization of Religious Education.—The development of a system of organization and administration based upon constructive educational theory, and embracing week-day as well as Sunday agencies of religious education. **3 s.h.**

PROFESSOR SPENCE

263. Curriculum of Religious Education.—Educational conceptions of the curriculum; values and uses of current curricula; principles and techniques of curriculum construction. **3 s.h.**

PROFESSOR SPENCE

264. Technic of Teaching Religion.—Objectives and principles of the teaching process, including a discussion of the major types of educational procedure. **3 s.h.**

PROFESSOR SPENCE

265. Religious Drama.—A study of the uses and underlying principles of religious drama, followed by a critical examination of selected dramatic productions. **3 s.h.**

PROFESSOR SPENCE

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. **3 s.h. (w)**

PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, course 275 or its equivalent. **3 s.h. (w)**

PROFESSOR HICKMAN

281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. **3 s.h. (w)**

PROFESSOR CANNON

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. **3 s.h. (w)**

PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of Northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. **3 s.h. (w)**

PROFESSOR CANNON

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. **3 s.h. (w)**

PROFESSOR CANNON

DEPARTMENT OF ROMANCE LANGUAGES

PROFESSORS WEBB, COWPER, AND JORDAN; ASSOCIATE PROFESSOR LUNDEBURG;
ASSISTANT PROFESSORS YOUNG AND WALTON; MESSRS. BRIDGERS,
DAVIS, AND QUINN, MISS RAYMOND; AND ASSISTANTS.

The courses in French from 1 to 8 inclusive are for the general student. They seek to impart a reading knowledge of standard French and to furnish an introduction to French life and letters. Courses 107 and 217 offer systematic training in the French language. They prepare for university courses where French is used in class, for foreign study, and for teaching French. Course 218 treats the materials and methods of High-School French. The literary courses are devoted to the systematic study of classical and modern French literature. Advanced students are offered an introductory course in Old French philology and literature.

The Spanish courses 1 to 6 inclusive are for the general student. Course 171 gives training in the use of the Spanish language. Course

172 is a course on the materials-and-methods of High-School Spanish. The remaining courses are devoted to the systematic study of the literature of Spain and Spanish-America.

An intensive course in Italian is offered well-qualified students.

Owing to the large enrollment in the elementary French and Spanish courses it may be necessary to limit the number admitted to the maximum permitting effective teaching.

FRENCH

1. Elementary French.—Pronunciation, grammar to include regular verb forms and common irregular verbs, translation. **3 s.h.**

ASSISTANT PROFESSORS YOUNG AND WALTON; MR. BRIDGERS,
MR. QUINN, AND MISS RAYMOND

Section 1—East Campus. Sections 2, 3, 4, 5—West Campus.

2. Elementary French.—Completion of the irregular verb, composition, dictation, and translation of simple French. **3 s.h.**

ASSISTANT PROFESSORS YOUNG AND WALTON; MR. BRIDGERS,
MR. QUINN, AND MISS RAYMOND

Section 1—East Campus. Sections 2, 3, 4, 5—West Campus.

3. French Prose.—Grammar review, dictation, reading, and translation of selected works of modern French authors. **3 s.h.**

PROFESSORS WEBB, JORDAN, AND COWPER; ASSISTANT PROFESSOR YOUNG;
MR. BRIDGERS, MR. DAVIS, MR. QUINN, AND MISS RAYMOND

Prerequisites, French 1 and 2, or two years of high-school French.

Sections 1, 2, 3, 4, 5—East Campus. Sections 6, 7, 8, 9, 10, 11—West Campus.

4. French Prose.—Dictation, verb drill, reading, and translation of Modern French authors. **3 s.h.**

PROFESSORS WEBB, JORDAN, AND COWPER; ASSISTANT PROFESSOR YOUNG;
MR. BRIDGERS, MR. DAVIS, MR. QUINN, AND MISS RAYMOND

Prerequisites, French 3 or equivalent.

Sections 1, 2, 3, 4, 5—East Campus. Sections 6, 7, 8, 9, 10, 11—West Campus.

51. Introductory Survey of French Literature from 1636.—Selected works of Corneille, Racine, Molière, Voltaire, outline history, outside readings, and reports. Old number 5. **3 s.h.**

PROFESSORS COWPER AND JORDAN; ASSISTANT PROFESSOR
WALTON; AND MR. BRIDGERS

Prerequisites, French 3 and 4.

Section 1—East Campus. Section 2—West Campus.

52. Introductory Survey of French Literature from 1750.—Selected works of Rousseau, Chateaubriand, Hugo, Balzac. Outline history, outside readings, and reports. Old number 6. **3 s.h.**

PROFESSORS COWPER AND JORDAN; ASSISTANT PROFESSOR
WALTON; AND MR. BRIDGERS

Prerequisites, French 3 and 4.

Section 1—East Campus. Section 2—West Campus.

53-54. Introduction to the Background of Modern French Literature from 1624 to the present day.—The geography of France. Selected works of biography and history in French. Outside in outline histories and on selected topics with reports. **6 s.h.**

PROFESSORS COWPER AND JORDAN; ASSISTANT PROFESSOR WALTON; AND MR. BRIDGERS

Prerequisites, French 3 and 4.

Section 1—East Campus. Section 2—West Campus.

(Course 51-52 may be taken instead of 53-54.)

55-56. Exercises in Spoken French.—One or two hours a week. Old number 25-26. **2 s.h.** (E or W)

PROFESSOR ——— AND MISS RAYMOND

(Offered when schedule permits to a limited number of students taking French 51-52 or above.)

107. French Composition.—Review of Grammar. Oral and written composition. **3 s.h.**

PROFESSOR COWPER AND MISS RAYMOND

Section 1—East Campus. Section 2—West Campus.

108. The French Romantic Movement.—**3 s.h.**

Section 1—East Campus. Section 2—West Campus.

PROFESSOR COWPER AND MISS RAYMOND

109. Molière.—**3 s.h.** (W)

PROFESSOR WEBB

[Not offered in 1932-1933]

110. Poems of Victor Hugo.—**3 s.h.** (W)

PROFESSOR WEBB

[Not offered in 1932-1933]

111. French Drama Since 1850.—Realism in French drama, the social comedy, the problem play. **3 s.h.** (W)

ASSISTANT PROFESSOR YOUNG

112. French Drama Since 1850.—The Théâtre Libre, the psychological drama, survival and renewal of romanticism, the symbolistic drama, the contemporary stage. **3 s.h.** (W)

ASSISTANT PROFESSOR YOUNG

113-114. The Seventeenth and Eighteenth Centuries.—The rise and decline of French classicism from Malherbe to the Encyclopédistes and Beaumarchais. Lectures and reading. **6 s.h.** (E)

ASSISTANT PROFESSOR WALTON

215-216. The Modern French Novel.—A survey from Madame de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. **6 s.h.** (W)

PROFESSOR JORDAN

217. The French Language.—French phonetics, dictation, conversation, lectures in French. **3 s.h.** (w)

PROFESSOR WEBB

218. Materials and Methods.—A survey of the methods of teaching French in the high school and the study of standard texts. Training in the use of material to develop the command of the language and to broaden the teaching equipment. **3 s.h.** (w)

PROFESSOR WEBB

219. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar; the *Chanson de Roland*; lectures. **3 s.h.** (w)

PROFESSOR COWPER

[Not offered in 1932-1933]

220. Old French.—Types of Old French literature. Reading of typical *Romans d'aventure*, lectures. **3 s.h.** (w)

PROFESSOR COWPER

[Not offered in 1932-1933]

231. Rousseau and the Beginnings of Romanticism.—**3 s.h.** (w)

PROFESSOR COWPER

[Not offered in 1932-1933]

ITALIAN

181-182. Italian.—Wilkins, *First Italian Book*; Cowper, *Italian Folk Tales*; Dante, *Vita Nuova*; Dante, *Divina Commedia*. **6 s.h.** (w)

PROFESSOR WEBB

[Not offered in 1932-1933]

SPANISH

1. Elementary Spanish.—Pronunciation; grammar to include the regular conjugations and more common irregular verbs; early reading of simple prose. **3 s.h.**

Sections 1 and 2 East Campus. Sections 3, 4, 5, West Campus.

ASSOCIATE PROFESSOR LUNDEBERG; ASSISTANT PROFESSOR
YOUNG, MR. QUINN, MR. DAVIS, MISS RAYMOND

2. Elementary Spanish.—Continuation of course 61; completion of regular and irregular verbs; the subjunctive mood; dictation; composition; reading of cultural material and short stories of easy grade. **3 s.h.**
Sections 1 and 2 East Campus. Sections 3, 4, 5, West Campus.

Prerequisites: Spanish 1 or one year of high school Spanish.

ASSOCIATE PROFESSOR LUNDEBERG; ASSISTANT PROFESSOR
YOUNG, MR. QUINN, MR. DAVIS, MISS RAYMOND

3. Intermediate Spanish.—Review of grammar with emphasis on irregular verbs, the subjunctive mood, idiomatic expressions; composition and

dictation; reading of modern Spanish plays and novels to develop ability to read with translating. **3 s.h.**

Section 1 East Campus. Sections 2 and 3 West Campus.

Prerequisites: Spanish 1 and 2 or two years of high school work.

ASSOCIATE PROFESSOR LUNDEBERG, MR. BRIDGERS,
MR. QUINN, MISS RAYMOND

4. Intermediate Spanish.—Rapid reading and interpretation of representative modern novels, plays and easy lyrics, with emphasis on the development of reading power. **3 s.h.**

Section 1 East Campus. Sections 2 and 3 West Campus.

Prerequisites: Spanish 3 or equivalent.

ASSOCIATE PROFESSOR LUNDEBERG, MR. BRIDGERS,
MR. QUINN, MISS RAYMOND

65. Introduction to Spanish Literature.—Study of selected masterpieces of nineteenth century Spanish literature; Valera, Galdos, Valdes, Blasco Ibanez, Tamayo, Echegaray; study of literary trends; collateral reading and reports. **3 s.h.**

Section 1 East Campus. Section 2 West Campus.

Prerequisites: Spanish 3 or equivalent.

ASSOCIATE PROFESSOR LUNDEBERG

66. Introduction to Spanish Literature.—Study of representative masterpieces of the novel and theater of the golden age; the picaresque novel, Cervantes, Calderon; lectures on the literary background, collateral reading and reports. **3 s.h.**

Section 1 East Campus. Section 2 West Campus.

Prerequisites: Spanish 65 or equivalent.

ASSOCIATE PROFESSOR LUNDEBERG

167-168. The Modern Spanish Novel.—The *Costumbrista* writers, Realism, the Regionalist tendency, the Generation of '98, recent trends. **6 s.h.** (w)

ASSOCIATE PROFESSOR LUNDEBERG

[Not offered in 1932-1933]

173-174. The Modern Spanish Theater.—The drama of social problems as developed since 1850, foreign influences, pseudo-romanticism; the poetic and historical drama; symbolism; the *genero chico*, etc. **6 s.h.** (w)

ASSOCIATE PROFESSOR LUNDEBERG

171. The Spanish Language.—Composition, oral drill, letter writing, readings in commercial Spanish. **3 s.h.** (w)

[Not offered in 1932-1933]

ASSOCIATE PROFESSOR LUNDEBERG

172. Materials and Methods.—Introduction to Spanish phonetics; survey of methods of teaching Spanish in the high school; evaluation of standard texts; brief consideration of recent trends in methodology. **3 s.h.** (w)

[Not offered in 1932-1933]

ASSOCIATE PROFESSOR LUNDEBERG

DEPARTMENT OF SOCIOLOGY

PROFESSORS ELLWOOD AND JENSEN

101. General Sociology.—An introduction to the scientific study of social life; its origin, evolution, and organization, as illustrated by the study of a number of concrete social problems. This course is repeated each semester and is prerequisite to all other courses in Sociology. **5 s.h. (w)**

PROFESSOR ELLWOOD

102. General Sociology.—The same course as 101. **5 s.h. (w)**

PROFESSOR ELLWOOD

205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. **3 s.h.**

PROFESSOR JENSEN

206. Criminology.—Prerequisite, course 1. A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. **3 s.h.**

PROFESSOR JENSEN

212. Child Welfare.—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. **3 s.h.**

PROFESSOR JENSEN

213. Constructive Social Policies.—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. **2 s.h.**

[Not offered in 1932-1933]

215. Rural Sociology.—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied such as the drift to the cities, farming as an occupation, land problems, farm labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, and the social center. **3 s.h.**

[Not offered in 1932-1933]

216. Urban Sociology.—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. **3 s.h.**

[Not offered in 1932-1933]

217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. **3 s.h.**

PROFESSOR ELLWOOD

218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and mental ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. **3 s.h.**

PROFESSOR ELLWOOD

227. Emigration and Immigration.—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organization in the New World; problems, agencies and processes of assimilation. **3 s.h.**

PROFESSOR JENSEN

GENERAL REGULATIONS

The academic year is divided into two semesters. The first semester begins September 21, the second, February 1. Commencement is held on Tuesday and Wednesday after the first Sunday in June.

TIME OF ENTRANCE

Patrons of the University and students who intend to enter the freshman class are reminded that the entrance examinations are held at the opening of the first semester in September and that this is the proper time to enter. If an applicant for admission cannot come early in the year, he should wait, except in very unusual cases, until the opening of the next semester. It is important that all students be present on the first day of the session, for those who are late incur the penalties described above in this catalogue under the topic "Admission to College" and below under the sub-topic "Course-Cards." Students who enter after the beginning of the semester are marked absent in the work they have missed in the courses to which they are admitted, and these absences are counted as other absences from class.

MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the Treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the Treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the Treasurer a penalty of five dollars for late registration. Students whose course-cards have been approved in the spring in the manner provided below are given an opportunity during the summer to matriculate by mail for the first semester. No student without a matriculation card is admitted to any class.

COURSE-CARDS

Members of the freshman, sophomore, and junior classes are required to submit to the Dean, not later than May 1, cards showing their selection of courses for the following year. These cards must be approved by the Dean. After being approved, the cards must be filed for permanent record in the Dean's office. Students in the freshman, sophomore, and junior classes who do not select their courses for the following year at the time appointed have to pay a fee of five dollars to the Treasurer of the University before their course-cards may be approved in the fall. Students whose course-cards have been approved but who, for reasons not arising within the University, desire to make a change in the card approved have to pay to the Treasurer a fee of one dollar for each change made. Elective courses beyond the number required for a degree may be marked "extra." No course may be dropped without permission of the Dean.

EXAMINATIONS

Mid-year and final examinations are held in all subjects in January and May respectively. The examination record, combined with the record made in class, constitutes the student's final grade.

REGULATIONS REGARDING GRADES

The following regulations have been adopted by the Faculty :

Grades shall be reported so as to indicate one of four things :

(1) *Passed.* A grade of "A," "B," "C," or "D" shall indicate that a student has passed a course. The work of this group of students shall be graded according to the following system: "A": exceptional; "B": superior; "C": medium; "D": inferior.

(2) *Failed.* A grade of "F" shall indicate that the student has failed in the course and that in order to receive credit for the course he shall be obliged to take the work again in class.

(3) *Incomplete.* (a) A grade of "I" may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) All students (with incomplete grades) who have not satisfied the requirements of the departments concerned and who have not obtained a passing grade before the close of the semester following the date of the reg-

ular examination in which the "I" was incurred are regarded as having failed on the course concerned and must repeat the work in class in order to receive credit.

(4) *Absent from Final Examination.* (a) The grade "X" shall indicate that the student was absent from the final examination. (b) A student absent from examination and marked "X," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of three dollars to the Treasurer of the University. The department concerned shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student.

Excuses for absences from examination are handled in the same manner as excuses for absences from class.

NUMBER OF HOURS OF CLASS WORK

No undergraduate student is allowed to take less than fourteen hours of class work a week without special permission of the Dean.

No undergraduate student may take more than the normal amount of work in one semester if he fails to make an average grade higher than "C" on the work of the preceding semester.

CLASS STANDING

For a student to rank as a sophomore, he must have to his credit twenty-four semester-hours with an average grade of "C"; as a junior, fifty-six semester-hours with an average grade of "C"; as a senior, ninety semester-hours with an average grade of "C."

SENIOR WORK

A student of the senior class, irrespective of his average grade in preceding years, must, in order to be eligible for graduation, complete his work of the senior year with an average grade of "C" or better.

EXCLUSION FOR FAILURE

A student of the freshman class is not permitted to remain in the University in the second semester unless he passes as much as six semester-hours of the work of the first semester;

a student of any one of the three other classes is not permitted to remain in the University in the second semester unless he passes as much as nine semester-hours of work in the first semester.

A student of the freshman class is not permitted to re-enter in September, nor to enter Summer School, if he did not pass at least eighteen semester-hours of the work in the previous year; a student of any one of the three other classes is not permitted to re-enter in September, nor to enter the Summer School, if he did not pass at least nine semester-hours of work in the second semester of the previous year and a total of eighteen semester-hours of work for the entire year.

STUDENTS TRANSFERRING FROM OTHER INSTITUTIONS

Students whose advanced credits from another institution are accepted by the University will be given an average grade of "C" on the semester-hours with which they are credited, provided their grades warrant it.

DEFICIENCIES IN COMPOSITION

The following regulations have been adopted by the Faculty:

1. Any freshman who is found by the English Department to be unable to handle satisfactorily the work of composition in English 1-2 is required to take special work until he is able to do satisfactorily the regular work of English 1-2.

2. No student who has failed in English 1-2 or 3 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.

3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade only. This grade may not be recorded in the college files until the student shall have improved his work in composition to the satisfaction of the English Department. A list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.

4. All instructors are requested to advise their students each semester concerning these regulations.

CANDIDATES FOR ACADEMIC DEGREES

1. A tentative list of all candidates for the bachelor's degree shall be prepared under the supervision of the Dean of the College as early in the college year as possible, shall be read by him to the Faculty at its first regular meeting in October, shall be furnished in copy to each department of instruction for information and reference, and also shall be posted in copy on the official bulletin board of the University for the information of the students concerned.

2. Copies of a second such tentative list likewise shall be prepared, read, and distributed by April 15.

3. A final list of all candidates for the degree shall be read by the Dean to the Faculty at its first regular meeting in May and shall be adopted by the Faculty as the final list. After the adoption of this list no name may be added to it.

4. Similar lists of all candidates for the master's degree, with courses counting for credit named, shall be prepared by the Dean of the Graduate School on the dates named above, shall be read to the Faculty, and shall be furnished to all departments concerned.

5. Students who during Summer School complete the requirements for a degree shall be classified for graduation as of the year following the Summer School in which the work was completed, and their names shall so appear in the catalogue of the University and on the commencement program.

ABSENCES FROM CLASS

Regular and punctual attendance in class-work is required of all students. Absences must be explained to the Dean of the College. Any student who without acceptable excuse absents himself from his class-work may be disciplined by the Dean at his discretion.

Weekly reports of all absences of students from class are made by each instructor and are filed in the office of the Dean.

A permanent record of the attendance of each student is kept and becomes a part of his general college record.

All absences, whether excused or unexcused, shall be made up to the satisfaction of the department concerned. If a student incurs more than two unexcused absences or more than a total of seven absences in a three-hour course, and if he incurs more than three unexcused absences or more than a total of nine absences in a four-hour course, he shall suffer the loss of quality-points as follows: for the first absence in excess of the number allowed, one quality-point shall be deducted; for the second, two quality-points; for each absence thereafter, three quality-points.

A student is counted absent from meetings of a class held before he matriculates at the beginning of a semester. These absences are handled in the same way as are other absences.

Each absence incurred just before or after the Thanksgiving, Christmas, or Easter holidays shall be counted as two absences, excused or unexcused as the case may be.

SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty:

1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.

2. Students who are candidates for participation in such contests or events or who are members of organizations engaging in them are required also to be doing satisfactorily the work of the current term. In order to enforce this requirement the following regulations have been adopted:

- (a) No team or organization shall represent the University in a public event until a list of its members has been submitted to the Faculty for approval.

- (b) It shall be the duty of the student manager of every team or organization to furnish the secretary of the Faculty for the use of the Faculty at least four weeks before the first public appearance of the team or organization is scheduled to take place, a written list of all candidates for places on such team or organization.

(c) The names of the candidates for places on any team or organization shall be read to the Faculty at its first regular meeting after the list has been furnished to the secretary, and they shall be recorded in the minutes of the Faculty for that meeting.

(d) If at the time this list is presented to the Faculty, or at the next regular meeting of the Faculty thereafter, any member of the Faculty shall report that a student who is candidate for a place on a team or organization is failing in his work, it shall be the duty of the secretary to give the student written notice of this report, specifying the course or courses in which the student is reported as failing. If a student is reported by two or more instructors as failing, he shall be notified that he will not be eligible to represent the University on any team or organization so long as more than one instructor reports him as failing in his academic work.

(e) In case a student manager shall not furnish the secretary of the Faculty with the list of candidates required at the time specified in section (b), the Faculty shall follow the procedure prescribed in sections (c) and (d) when such a list is furnished, and the secretary shall notify any student who is reported by two or more instructors as failing in his work that he will not be eligible to represent the University on any team or organization so long as more than one instructor reports him as failing.

(f) If at any time after this preliminary report is made, a student who was then eligible to represent the University on a team or organization shall be reported by two or more instructors at the same meeting of the Faculty as failing in his work, the secretary shall notify him, specifying in the notice the course in which he is reported as failing, that if he has not removed his deficiency at the end of two weeks, he will be debarred from the team or organization and will not again be eligible to represent the University on a team or organization until he has improved his work so that not more than one instructor reports him as failing.

REGULATIONS GOVERNING ATHLETIC ELIGIBILITY

Duke University is a member of the Southern Intercollegiate Athletic Conference. The athletic eligibility regulations of the University comply with the rules governing members of that Conference.

THE ATHLETIC COUNCIL

The Board of Trustees, at its regular annual meeting in June, 1907, created an athletic council to be composed of eleven members appointed annually: three from the Faculty, to be appointed by the President of the University; four from the alumni resident in the city of Durham, elected by the Alumni Association; and four from the undergraduates, one from each of the four classes, elected by the members of each class.

The three members of the Athletic Committee of the Faculty are the Faculty representatives in the Athletic Council. This Committee alone has the responsibility of enforcing the scholastic and athletic requirements of the University for student participation in intercollegiate sports. The athletic eligibility rules are those of the Southern Conference; the scholarship requirements are printed on the two preceding pages of this catalogue.

The Executive Committee of the Athletic Council is composed of the chairman of the faculty committee on athletics, and one other faculty member and one alumni member of the Council. The Athletic Council on recommendation of its Executive Committee arranges athletic schedules, awards insignia of merit earned by members of athletic teams, and strives to promote among students of the University a proper and helpful athletic spirit; to encourage good fellowship in such sports both within the student body and towards student bodies of other educational institutions; through athletic sports to help to cultivate a high sense of honor, earnest, unselfish effort, and manly conduct. The Executive Committee of the Council recommends to the President of the University persons to serve as graduate manager of athletics and as coaches in the various sports. However, the election of such persons rests solely with the Trustees of the University or the Executive Committee of the Trustees, on recommendation of the President of the University.

All funds arising from athletics are handled entirely by the College Treasurer. An audit of the receipts and disbursements of these funds is made annually by the official auditors of the University.

CONDUCT OF STUDENTS

The University expects of its students loyal and hearty co-operation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

ADMINISTRATION OF DISCIPLINE

General oversight of the conduct of students and the administering of discipline are vested in the Dean of the University. The duty of immediate supervision, guidance, and control of the students in each college is entrusted to the Dean of that college. However, through the expressed willingness of the students at the University to assume the responsibility of maintaining high standards of morals and honor at all times, the student body has properly become in a great degree self-governing in this respect. Two councils, one of men and the other of women, each composed of carefully-chosen and duly-elected representatives of the student body, exercise the authority granted the students to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions, and to make recommendations of penalties based on their findings. Occasions seldom occur where such recommendations are not accepted and enforced.

The student councils have been of great help to the administrative authorities of the University. They not merely exercise police authority for restraining and punishing evil-doers but also exert a guiding and stimulating influence for the promotion of high ideals of conduct and student relationships.

REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events that are given under the auspices of the University or of any organ-

ization in any way connected with the University are under the supervision of the Faculty Council on Public Lectures. All dates and programs must be approved by this Council except in instances where such occasions have been placed under the supervision of the Director of Public Relations.

(1) The Council on Public Lectures shall provide each year an official calendar.

(2) All public occasions held on either the East or West University Campus are listed for the Weekly Calendar of Duke University in the office of the Department of Public Relations and Alumni Affairs in the West Campus Union. This calendar appears each Saturday, and such notices must be received by 1:00 p.m. on the Friday preceding.

Social or other events held in the West Campus Union must be listed in the office of the Director of Public Relations and Alumni Affairs, and permission must be secured for such social use of the public rooms in the building.

REPORTS

Reports of the class attendance records and of the proficiency of each student in studies are sent to his parents or guardians after the examinations at the end of each semester. For freshmen, mid-semester reports are made.

HEALTH AND PHYSICAL EDUCATION

TRINITY COLLEGE

The program of Health and Physical Education in Duke University has four distinct phases, as follows:

1. Student Health.
2. Physical Instruction.
3. Intramural Sports.
4. Intercollegiate Athletics.

The chief aim of the Student Health Department at Duke University is to furnish medical advice and care to all students while regularly matriculated members of this institution. This service includes not only the regular fall and spring semesters but diagnostic and medical care of summer school students also.

This work is under the supervision of the Director of the Student Health Department. A separate infirmary for both

men and women students on their respective campuses is maintained. Trained nurses, both day and night, with orderlies and maids are provided who assist the Director of Student Health in the care of the various ills of the students at all hours. Regular sick call is held at different hours daily in both infirmaries, and emergency calls are made at all hours night or day, if necessary, to each infirmary. No students are allowed to remain in their rooms for treatment while ill.

A small student health fee is charged at the beginning of each semester to care for this infirmary medical service. Students must pay for their meals while in the infirmary at the same rate charged in the Union on each campus. Medical and nurse's care, drugs and dressings, are provided for each student while in the infirmary or while attending regular sick call, without charge. All surgical patients, critically ill medical patients, and serious accidents cases, are cared for in the Duke Hospital. A twenty-five per cent reduction in room fee is given all regularly matriculated students. Consultations and treatment by any specialist, surgical or medical, and special nurses used while in the Duke Hospital, must be paid for by the students or their parents.

A sympathetic and coöperative understanding is maintained by the Director of Student Health and the Director of Physical Education and Intercollegiate Athletics.

A questionnaire is sent out from the office of the Director of Student Health in the spring to all prospective students, advising certain medical and surgical care by their home physician or surgeon, such as the taking of typhoid or smallpox vaccine, removal of diseased tonsils, correction of errors of refraction, repair of a hernia, or removal of a chronic appendix before entering upon their college work. Important time is frequently lost correcting these conditions after entering the University.

Upon entering the University as careful physical examination as is possible at this time is made. Any physical defects are recorded along with the record of the questionnaire from the family physician. Frequently early cases of pulmonary tuberculosis or other disease is found and X-rays and special observation and study is necessary for the best welfare of the ill student and those about him.

The University requires all students to engage in some type of physical activity for two years, or four full semesters. This work consists of participation in natural, practical, physical activity for at least three one-hour periods each week. A credit of six hours, with an average grade of "C," is required in physical education for graduation. The aims of this work are to improve body control and strength through big muscle activities, to stimulate the development of mental and physical alertness, to establish habits of regular exercise, and to give training and experience in various kinds of recreational sports that will be indulged in after the student graduates from the University.

Intramural sports are fostered and promoted in all lines of athletic activity. Meets, tournaments, and leagues are seasonally organized in the different sports. All students in the University are eligible to enjoy the intramural privileges, provided they comply with the intramural rulings. Participation in these activities is entirely voluntary but it is very popular because it provides an opportunity for every boy to enter into competition and recreation in those sports which he enjoys most.

The intercollegiate athletic program is controlled entirely by the University and consists of the organization and training of representative freshman and varsity teams in the following sports: football, basketball, baseball, track, cross country, swimming, boxing, wrestling, tennis and golf.

WOMAN'S COLLEGE

The health of the students is under the care of the University Physician, the Resident Nurse, and the Director of Physical Education. Daily office hours are held for consultation, and every student may have free advice on all matters pertaining to her health. All cases of minor illness are cared for in a well-equipped Infirmary on the Woman's College Campus and more serious cases are sent to the Duke Hospital where special rates are given to University students.

A medical and physical examination is required of each student upon entrance and follow-up examinations are given as needed. These examinations are used as a basis for determining the type of physical exercise a student should take and any other corrective measures needed. Special remedial and corrective classes as well as rest periods are provided for students who

cannot engage in the usual sports and activities. It is the aim of the Department to develop in the student, not only physical ability, but, more especially, proper habits of living in order that her work may be carried on to the best advantage.

In addition to the required work in Physical Education there are intramural activities sponsored by the Woman's Athletic Association, and opportunities for the use of the swimming pool, tennis courts, athletic fields, and other sports equipment.

RELIGIOUS EXERCISES

Chapel exercises are conducted every week day except Monday throughout the academic year at 11:40 A.M. on the campus for men and at 11:20 on the campus for women. During the Monday chapel period all students meet by classes to confer with their respective faculty class-advisers. On each Thursday at 11:40 A.M. the College Assembly is held in the Page Auditorium, and all undergraduate men are required to be present. Vesper services are held each Sunday afternoon at 4:00 o'clock in York Chapel on the West Campus.

FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences and in history. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

GENERAL FEES

Matriculation, per semester.....	\$ 25.00
Tuition, per semester.....	100.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	5.00
Damage fee, payable annually at the time of first registration.....	1.00
Medical fee, per semester.....	2.00
Library fee, per semester.....	5.00
Commencement fee, payable annually at the beginning of the second semester	3.00
Publication fee:	
First semester	2.50
Second semester	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester, refunded if the diploma is not awarded...	5.00

For further information concerning room rent, see below.

LABORATORY AND MATERIALS FEES

Botany 1 and 2.....	\$2.50
Botany 51 and 151.....	5.00
Botany 52, 101, 102, 111, 112, and 52.....	2.00
Botany 201	4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260... ..	6.00
Chemistry 151, 152, 241, 244, 253, 254, and 256.....	7.50
Civil Engineering 10—See Summer School catalogue.	
Civil Engineering 11, 112, 113, 114, 117, 118.....	1.00
Electrical Engineering 151, 152, 153, 154, 155, 161, and 162.....	2.00
History 91 and 92, per semester.....	3.00

No texts are required in these courses, but a fee of three dollars each semester is charged and books are placed in the library for the use of those taking the courses. This fee is payable at the beginning of each semester and is collected through the office of the Treasurer of the University.

Education 54, 58, 68, per semester.....	\$2.00
See note under history above.	
Education 208 (for testing materials, in lieu of text).....	2.50
Physics, all courses.....	2.00
Zoölogy, all courses (except 1 and 2).....	3.00
Zoölogy 1 and 2.....	2.50

TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools, taking one or two courses are required to pay a registration fee of \$5 each semester and a tuition fee of \$3 per semester-hour of credit in addition to any regular laboratory fee or other fees collected from those students taking the courses.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum of cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual, but the actual necessary college expenses for one year, including board, room rent and such University fees as tuition, matriculation, commencement, library, damage, and medical, vary from \$543.50 to \$632.50.

The athletic and publication fees, also included in the above figures, while not essentially University fees, are at the request of the students collected by the Treasurer of the University as designated above. The proceeds of these fees are turned over to these distinct and separate student activities. The athletic fee entitling the holder to admission to all athletic contests held on the University grounds, is collected from all regularly enrolled students. The publication fee pays for a blanket subscription to the weekly student newspaper, the monthly student magazine, and the annual student year-book. With all undergraduates this charge is compulsory, but in the case of graduate students it is optional.

ROOMS AND CONDITIONS OF RENTING THEM

ROOM RENT FOR MEN OF DUKE UNIVERSITY

West Campus, per semester.....	\$50, \$62.50, and \$75
East Campus, per semester.....	\$30 and \$50

ROOM RENT IN WOMAN'S COLLEGE

Single room, per student, per semester.....	\$75.00
Two-room suite (for two students), per student, per semester....	75.00
Double room, per student, per semester.....	50.00
Double room, Jarvis House, per student, per semester.....	30.00

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. Undergraduate students who are not residents of Durham are required to room in University dormitories unless other arrangements are approved by the Dean's office of the University. A room deposit of \$5.00 is required of each applicant for admission. This fee is deducted from the room charges at the time of registration for the fall semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the Treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made on or before August 1.

A resident student who wishes to retain his room for the succeeding year must notify the office of the Director of the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. Unless a deposit of \$5.00 for each proposed occupant, in part payment of rent, is made by August 1, reservations are cancelled and the University is free to rent the room to other students. When a room is once engaged by a student, no change will be permitted except with the consent of the Director of the Business Division. Leaving one room and occupying another without permission is strictly against the rule and will render the offender liable to charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

REGULATIONS REGARDING ROOMS

A fine of \$2.00, payable to the Treasurer of the University, shall be charged to any student who has moved furniture from one room to another without permission from the University authorities.

A fine of \$2.00, payable to the Treasurer of the University, shall be charged to the occupants of any room in which the permanent lighting fixtures have in any way been altered or changed. A like fine shall be imposed upon the occupants of any room with lights having a total capacity of more than 100 watts.

A fine of \$5.00, payable to the Treasurer of the University, shall be charged to any student moving from one room to another upon the campus without permission from the University authorities.

RESIDENCE HOUSES

Trinity College.—On the West Campus there are three groups of residence houses, each group forming a quadrangle enclosing a court. These group of houses are designated as Craven, Crowell, and Kilgo Quadrangles. They contain ample rooming quarters for all the men students.

Woman's College.—The five residence houses on the East Campus are Alspaugh, Pegram, Bassett, Joseph G. Brown, and Jarvis. Upon request to the Director of the Business Division, College Station, Duke University, a plan of the residence houses will be sent. The resident students have a right to retain their rooms for the ensuing year or to draw for new ones in the order of their classes, beginning with the seniors. The new students are then assigned to the remaining rooms, and, so far as possible, to the type of room they prefer. Every effort is made to provide congenial room-mates.

The students' rooms are single, double, or arranged in suites of two rooms for two students, and are supplied with all necessary furnishings except curtains, towels, sheets, pillow-slips, blankets, and heavy bed coverings. Sash curtains of a standard kind are required and may be bought at the college store or made by the student according to specifications. Draperies and rugs may be brought from home or may be bought at reasonable rates at the college store or in town.

BOARDING ACCOMMODATIONS

Trinity College, West Campus.—Beginning with the academic year 1930-31 the University opened its dining hall in the Union on the West Campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

The Union is the logical center of student activities for men, and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop is operated for the convenience of students and visitors.

Woman's College, East Campus.—The dining halls of the Woman's College are situated in the Union, the student center, on the East Campus. No resident woman student is permitted to board elsewhere than at this Union. Board is \$112.50 per semester.

LAWS REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations, which govern the payment of all fees due the University:

1. The President and the Treasurer of the University have no authority to suspend, or in any way alter these regulations.
2. Matriculation and tuition fees are never refunded.
3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.
4. No student is considered by the Faculty as an applicant for graduation until he has settled with the Treasurer for all of his indebtedness to the University.
5. No student who has not settled all his bills with the Treasurer of the University is allowed to stand the mid-year or final examinations of the academic year.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the Treasurer of the University in writing in due time, but this in

no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

PUBLICATIONS COUNCIL

The Publications Council was authorized by the Trustees at the mid-year meeting in 1926-27. This council has control of the undergraduate publications. It is to be composed of members of the Faculty appointed by the President, two alumni elected by the Alumni Council, representatives of the student body and the different publications. A publication fee of \$5.50 was authorized by the Trustees to be collected from each undergraduate, \$2.50 payable at the beginning of the fall semester and \$3.00 at the beginning of the spring semester.

TRANSCRIPTS

Students desiring to transfer from Duke University to another institution are entitled to one transcript of their record. A charge of one dollar is made for each additional copy.

SCHOLARSHIPS AND OTHER SOURCES OF AID

UNDERGRADUATE SCHOLARSHIPS

Ten scholarships paying tuition are offered to undergraduates. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right at any time to withdraw a scholarship from a student who does not make worthy use of it.

ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of \$250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior, and senior classes on the basis of merit, necessity, and worthy individual contributions to university life. *The Angier B. Duke Memorial* also administers through an advisory committee of the officers of the University a loan fund of \$1,000,000 for undergraduate students.

Applications for scholarships should be made to the Scholarship Committee, Secretary's Office, Duke University Station. An application for scholarship assistance may not be made formally by a prospective student until the application for admission has been made and the high- or preparatory-school credits have been submitted.

LOAN FUNDS

In addition to the *Angier B. Duke Memorial* loan fund, the University administers other endowed loan funds for the benefit of students who are not financially able to meet their ex-

penses. The loan funds are kept by the Treasurer as funds separate and distinct from all other endowments and holdings of the University and are used for no other purpose than to aid worthy students of the University. These funds are administered in accordance with the following regulations:

1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the Faculty.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.

3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the Treasurer of the University.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition, matriculation, and room-rent.

5. Interest at a rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.

6. Applications for loans should be made to the Loan Fund Committee, Secretary's Office, Duke University Station. An application for loan assistance may not be made formally by a prospective student until the application for admission has been made and the high- or preparatory-school credits have been submitted.

SPECIAL TUITION SCHOLARSHIPS

The *J. A. Odell*, *J. M. Odell*, *George W. Watts*, *Herbert J. Bass*, *C. W. Toms*, *Arthur Ellis Flowers*, *Heath*, *Weatherby*, *Banks-Bradshaw*, *McMullan*, *Elisha Cole*, *E. M. Cole*, *John T. Ring*, *A. D. Betts*, *John W. Neal, Jr.*, *Moore*, *Buchan*, *Parish*, and *Mary Newby Toms* scholarships are open to undergraduate students.

CANDIDATES FOR THE MINISTRY

Candidates for the ministry who enter college with approved records may have their tuition remitted, but in that case they are required to give their notes for tuition. If they enter the regular ministry within three years after leaving college, these notes will be surrendered to them; otherwise, the notes will be collected.

HONORS AND PRIZES

HONORS

All students in the freshman and sophomore classes who earn 6 A's and 4 B's during the year are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that department at graduation.

Any department may at its discretion each year offer work, the satisfactory completion of which will be one of the requirements for honors. This work shall be in addition to that required for graduation and may take the form either of additional work done in conjunction with the regular courses of the department, or of work independent of such courses. In quantity it shall be at least equivalent to that required for two semester-hour's credit in an advanced course.

The granting of department honors shall be dependent upon the fulfillment of the following requirements:

1. In order to be eligible for honors in a department a student must, by the end of the senior year, have completed, with a credit of sixty-three quality-points (5 A's and 3 B's—forty-eight quality-points if the major is eighteen semester-hours), twenty-four semester-hours of work taken in that department after the freshman year.

2. The student must enroll for the honors work of the department on or before October 15 of the senior year and must complete this work satisfactorily by the end of the senior year.

3. No student may enroll for the honors work of a department if in his senior year he is carrying a schedule of regular courses in excess of thirty-two semester-hours.

4. No student may enroll for honors work in more than one department.

5. Those students who earn seventy-two quality-points (8 A's) in as many as twenty-four semester-hours (fifty-four quality-points if the major is eighteen semester-hours) in

courses as above described, and complete satisfactorily the honors work prescribed by the department are given highest honors.

The degree of bachelor of arts or bachelor of science with distinction is conferred under the following rules:

Students who have completed three or four years of work in Duke University are eligible for general honors at graduation. Those who have completed the entire four years of their college work in Duke University and who have earned 318 quality-points (3/5 A's and 2/5 B's—249 quality-points if they have completed as much as three years of their college work in Duke University) are recommended for a degree *magna cum laude*; those who have earned 378 quality-points (42 A's) in the four years [288 quality-points (32 A's) in three years] are recommended for a degree *summa cum laude*.

MEDALS AND PRIZES

The *Wiley Gray Medal* was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition.

The *Fortnightly Club* annually offers cash prizes for the best literary productions by undergraduate students of the University.

The *Debate Council* authorizes the awarding of medals to members of the graduating class who have represented the University in at least two intercollegiate debates. The medals are given by the local chapter of the Tau Kappa Alpha fraternity.

The *Southern History Prize* is awarded each year for the best essay dealing with a subject relating to Southern History. The prize is twenty-five dollars in cash donated by an anonymous friend of the University. The competition for the prize is conducted according to the regulations adopted by the Trinity College Historical Society.

The *Robert E. Lee Prize* is the gift of the Reverend A. W. Plyler, of the class of 1892, and of Mrs. Plyler. The sum of one hundred dollars is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement, in manly virtues and the capacity for leadership has most nearly realized the standard of the ideal student. The Dean of the College,

the Graduate Manager of Athletics, and the President of the Student Council constitute a committee to draft and adopt regulations governing the award.

The Robert Spencer Bell Prize is given by Mr. James A. Bell of the class of 1886 in memory of his son. The sum of one hundred dollars is awarded annually at Commencement on much the same general principles as the *Robert E. Lee Prize*, except that the *Robert Spencer Bell Prize* is limited to self-help students, and in making the award greater emphasis is placed on the work of the student in literary societies than on his athletic record.

The Dr. R. C. Parker Physics Prize. Dr. R. C. Parker gave to Duke University a silver cup of Chinese manufacture to be used for the encouragement of scholarship in physics. The award is made annually by a committee from the Department of Physics, acting with the President of the University, to that student of Physics 1-2 who by the end of the academic year is judged to have shown the greatest promise as a student of physics. The winner is chosen not only for his mathematical grades but also for his industry, growth in power of reasoning, originality of point of view, and skill in experimentation. The name of the winner is engraved on the cup which is given into his possession, subject to certain necessary regulations, until the next award is made.

The Iota Gamma Pi Scientific Prize. The Iota Gamma Pi Science Fraternity offers an annual prize of twenty-five dollars to a member of the junior class, majoring in science, who is judged to be the leading student in the scientific courses of the University. The fraternity submits to the judges a list of students eligible for the prize. The committee of award is composed of the Dean of the University and one member each from the departments of biology, chemistry, physics, and engineering. The departments concerned choose their own representatives on this committee. The award is made on the following basis: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points.

The president of the fraternity publicly awards the prize in chapel during the second week in May.

The George Washington Bicentennial Award, established by the Duke Alumni Association of Washington, D. C., will be made to the Duke student from Washington or vicinity "who most nearly emulates and personifies the fine example of citizenship set by George Washington." The value of the prize is fifty dollars.

STUDENT ORGANIZATIONS AND ACTIVITIES

The Men's Association of Duke University comprises all men students in the University. It functions through its officers and a council to initiate policies and to oversee matters within the control of the student body. The council is composed of seven members: three from the senior class, two from the junior class, one from the sophomore class, and one from the graduate school.

The Women's Student Government Association is similar in character to the Men's Association. Its council is composed of the officers of the association and *ex-officio* of the Y. W. C. A. president and an undergraduate representative.

The Young Men's Christian Association and the *Young Women's Christian Association* are student branches of the national Christian Association. Each body aims to enrich not only the religious life of its members as individuals but also to promote group religious activity. Delegates are sent each year to summer conferences, state conventions, inter-state conventions, and the state Bible and missionary institutes. Every year a series of special religious services is held. Bible and missionary study classes and Sunday-School teacher-training courses are conducted under the auspices of the association by members of the Department of Religion.

The Student Volunteer Band is an active branch of the Student Volunteer Movement of North America. This organization is composed of students who have volunteered for some form of foreign missionary service.

The Ministerial Association is a band of students who are preparing for the ministry.

The Religious Education Association is an organization for young women interested in religious and social work.

The Symphony Orchestra, two smaller orchestras, and the *Duke University Band* afford a variety of opportunity for students interested in instrumental music. These clubs work under capable musical direction. Membership is based on competitive trials.

The Men's Glee Club and the *Women's Glee Club* are both active in concert work. When singing together they comprise the University Chorus. The men's club takes two extended trips annually on one of which it is accompanied by the Symphony Orchestra and by one of the smaller orchestras. The Women's Glee Club includes a section of stringed instruments.

The Duke Players is an organization for the promotion of dramatics at Duke University. Several plays are presented each year, the cast for each of which is determined on the basis of competitive try-outs. The Duke Players welcome as associate members in their organization persons interested in dramatics at Duke University.

The White Witch Dramatic Club proposes to foster dramatic interests among women students who are not Duke Players. Private theatricals, usually consisting of one-act plays, are given to invited guests.

The Publications Council supervises all student publications of the University. It is composed of three members of the Faculty appointed by the President, four representatives of the student body two of whom are elected by the Men's Association and two by the Women's Association, together with the editors and business managers of the respective publications.

The Chronicle is a weekly newspaper of the University, entirely edited and managed by students. It carries items of local interest, as well as special articles and editorial comment.

The Archive is a monthly literary magazine edited and managed by the students. It contains essays, poems, short stories, and book reviews written by the undergraduates of the University together with some contributions from outside sources.

The Chanticleer is the year-book of the college. It portrays by word and picture the most important events of each school year.

Several clubs exist on the campus, each of which fosters interest in some special subject or project:

The Trinity College Historical Society promotes interest in the study of history and the collection and preservation of historical documents, books, and pamphlets.

The Classical Club meets to discuss literary, linguistic, historical, and archaeological aspects of the life and civilization of the ancient Greeks and Romans.

The Physics Club deals with interesting projects in physics which cannot be thoroughly discussed in the classroom.

The W. H. Pegram Chemistry Club performs a similar service in the field of chemistry.

The French Club draws together students particularly interested in the French language and literature.

The Polity Club promotes discussion of current problems in the field of international relations and American politics. It is affiliated with the International Relations Club.

The Braxton Craven Education Association consists of students who are interested in present-day educational problems.

The Biological Club gives its members opportunity to discuss important phases of biological work as well as training in the preparation and presentation of papers.

The Crowell Scientific Society is a union of all the departmental scientific societies of the University for the promotion of study and research within the University.

The Cosmopolitan Club is open to all students from foreign countries and to a few American students by invitation. The purpose of the club is to promote better international understanding and good-will.

The Fortnightly Club, a chapter of the national literary fraternity of Sigma Upsilon is composed of men of the junior and senior classes whose interests are literary. It encourages original work on the part of its members as well as the study of influential writers, ancient and modern.

The Debate Council, composed of three members of the Faculty and two representatives of each of the literary societies, supervises and systematizes the work of debating both within the University and with other colleges.

The Columbian Literary Society, founded in 1846, and the *Hesperian Literary Society*, organized in 1851, are the oldest undergraduate clubs on the Duke University campus. Their record is one of creditable achievement in public speaking which they encourage by an award of medals for excellence in that art. The two societies debate each other annually.

The League of Women Voters has a chapter at Duke University.

The Junior Big Sisters is an organization of juniors for assisting freshman girls in their adjustment to college life.

The Forum Club has as its object to promote among women students an interest in the classics.

The Town Girls Organization brings together the women day students.

The Women's Athletic Association is an organization to encourage interest and participation in sports and out-door life.

Several honorary orders and fraternities exist at Duke University. The general nature of these societies is indicated below.

Phi Beta Kappa, the oldest Greek-letter fraternity in existence, was founded at William and Mary College in 1776. The Beta Chapter of North Carolina was organized at Trinity College on March 29, 1920. Membership is open only to those who have an average of 90 for six consecutive semesters of college work.

Tau Kappa Alpha (National Forensic Fraternity)

Sigma Upsilon (See Fortnightly Club)

Kappa Delta Pi (National Education Fraternity)

Theta Alpha Phi (National Dramatic Fraternity)

Lambda Phi Gamma (National Music Fraternity)

Sigma Pi Sigma (National Physics Fraternity)

Phi Sigma (National Biological Fraternity)

Sigma Tau Delta (National English Fraternity)

Sigma Nu Phi (National Law Fraternity)

Alpha Kappa Psi (National Commercial Fraternity)

Gamma Eta Gamma (National Law Fraternity)

Samuel Fox Mordecai (Local Law Society)

Phi Delta Phi (International Law Fraternity)

Iredell Law Club (Local Law Club)

Delta Upsilon Beta (Local Band Fraternity)

Iota Gamma Pi (Local Scientific Fraternity)

Psi Kappa Alpha (Local Economics Fraternity)

Chi Delta Phi (National Literary Sorority)

Delta Phi Rho Alpha (Local Sorority fostering college spirit, especially athletics)

Nu Sigma (Local Biological Sorority)

Red Friars, founded in 1913, is a secret society restricted to men of the senior class. Membership is limited to a small number who have manifested qualities of leadership by meritorious service as undergraduates.

Omicron Delta Kappa promotes qualities of leadership in publications, athletics, and other forms of campus activity.

White Duchy is a secret order comprised of seven senior women recognized as representing the highest qualities of leadership in the various activities in which they have taken part.

The Tombs is a secret order of male students for the promotion of various campus activities, especially athletics. Membership is restricted to students of the junior and senior classes.

The 9019, a junior-senior scholarship society, was founded at Trinity College in 1890. The society started the *South Atlantic Quarterly* and has under its auspices the annual civic celebration on Washington's birthday.

EKO-L is an organization of women students of the junior and senior classes to promote scholarship and the interests of the University.

Beta Omega Sigma, founded in 1917, is a local sophomore order.

The work of the social fraternities and inter-fraternity relationships at Duke University are governed by the *Pan-Hellenic Council*, which is composed of one representative of each national fraternity on the campus. The Council has as its adviser a member of the Faculty chosen by the Council. By order of the Council, no student may be initiated into a fraternity until he has passed at least four courses in the semester preceding the earliest official time for the initiation of freshmen. The following social fraternities have chapters at Duke University:

Alpha Tau Omega

Kappa Sigma

Kappa Alpha

Pi Kappa Alpha

Sigma Phi Epsilon

Pi Kappa Phi

Sigma Chi

Delta Sigma Phi

Lambda Chi Alpha

Phi Delta Theta

Delta Tau Delta

Phi Sigma Delta

Sigma Alpha Epsilon

Sigma Nu

Pi Epsilon Pi (local)

Sigma Tau Alpha (local)

Sigma Delta (local)

Alpha Omega Sigma (local)

The Women's Pan-Hellenic Council, composed of three members from each sorority on the campus, governs sorority affairs. The sororities represented at Duke University are:

Alpha Delta Pi

Kappa Delta

Zeta Tau Alpha

Kappa Alpha Theta

Kappa Kappa Gamma

Sigma Kappa

Mu Lambda (local)

Delta Chi Upsilon (local)

Nu Beta Phi (local)

BULLETIN OF DUKE UNIVERSITY

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No. 4

SCHOOL OF RELIGION



1931-1932

ANNOUNCEMENTS FOR 1932-1933

PUBLISHED BY DUKE UNIVERSITY

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UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

FOR CATALOGUE OF UNDERGRADUATE INSTRUCTION, apply to *The Secretary*, Duke University, Durham, N. C.

FOR GENERAL CATALOGUE of Duke University, apply to *The Secretary*, Duke University, Durham, N. C.

FOR CATALOGUE OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE DEPARTMENT OF ENGINEERING, apply to *The Secretary*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF NURSING, apply to *The Dean of the School of Nursing*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF RELIGION, apply to *The Registrar of the School of Religion*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SUMMER SCHOOLS, apply to *The Director of the Summer Schools*, Duke University, Durham, N. C.

BULLETIN
OF
DUKE UNIVERSITY



SCHOOL OF RELIGION

1931-1932

ANNOUNCEMENTS FOR 1932-1933

DURHAM, NORTH CAROLINA

1932

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CALENDAR

1932

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|-------|--------|-----------------------------------------------------------------|
| Sept. | 22. | Thursday, 4 P.M.—First regular faculty meeting. |
| Sept. | 23-24. | Friday and Saturday—Matriculation and registration of students. |
| Sept. | 26. | Monday, 8:40 A.M.—Instruction begins. |
| Sept. | 27. | Tuesday, 8 P.M.—Formal opening exercises. |
| Oct. | 18. | Tuesday—Fall retreat. |
| Nov. | 1. | Tuesday—Last day for submitting subjects for B.D. theses. |
| Nov. | 11. | Friday—Armistice Day—Part holiday—Public exercises. |
| Nov. | 24. | Thursday—Thanksgiving Day—A holiday. |
| Dec. | 12. | Monday—Duke University Day—Not a holiday. |
| Dec. | 17. | Saturday, 1 P.M.—Christmas recess begins. |

1933

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|------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan. | 3. | Tuesday, 8:30 A.M.—Instruction is resumed. |
| Jan. | 21. | Saturday—Mid-year examinations begin. |
| Jan. | 30-31. | Monday and Tuesday—Matriculation and registration for second semester. |
| Feb. | 1. | Wednesday—Second semester begins. |
| Feb. | 22. | Wednesday—A holiday—Civic celebration in honor of Washington's birthday. |
| Apr. | 13. | Thursday, 4 P.M.—Easter recess begins. |
| Apr. | 18. | Tuesday, 8:40 A.M.—Instruction is resumed. |
| May | 2. | Tuesday—Spring retreat. |
| May | 15. | Monday—Last day for submitting B.D. theses. |
| May | 26. | Friday—Final examinations begin. |
| June | 2. | Friday, 4 P.M.—Dean's reception to graduating class. |
| June | 4. | Sunday—President's address to graduating class. |
| June | 5. | Monday evening—Graduating orations. |
| June | 6. | Tuesday morning—Commencement sermon. |
| June | 6. | Tuesday—Alumni Day—Class Reunions.
Afternoon—Alumni Address—Meeting of the Alumni Association.
Afternoon—Alumnae Address—Meeting of the Alumnae Association. |
| June | 6. | Tuesday evening—Reception in honor of the Graduating Class. |
| June | 7. | Wednesday morning—Commencement address; graduating exercises. |
| June | 7. | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class. |

GENERAL ADMINISTRATION

FEW, WILLIAM PRESTON, A.B., A.M., Ph.D., LL.D., Litt.D.
President of the University

FLOWERS, ROBERT LEE, A.M., LL.D.
*Vice-president in the Business Division, Secretary, and
Treasurer of the University*

WANNAMAKER, WILLIAM HANE, A.B., A.M., Litt.D.
Vice-president in the Educational Division of the University

BROWN, FRANK CLYDE, A.B., A.M., Ph.D.
Comptroller of the University

LEE, ARTHUR CARL, B.S., C.E.
Chief Engineer

COMMITTEE OF THE BOARD OF TRUSTEES ON THE SCHOOL OF RELIGION

W. W. PEELE, J. F. KIRK, J. B. HURLEY, T. F. MARR

INSTRUCTIONAL ADMINISTRATION

RUSSELL, ELBERT, A.B., A.M., Ph.D.
Dean of the School of Religion

**GARBER, PAUL NEFF, A.B., A.M., Ph.D.
Registrar of the School of Religion

** On leave, second semester, 1931-1932.

INSTRUCTIONAL STAFF

*BRANSCOMB, BENNETT HARVIE, A.B., M.A. (Oxon), Ph.D.

Professor of New Testament

CANNON, JAMES, III, A.B., A.M., Th.B., Th.M.

Ivey Professor of the History of Religion and Missions

CLARK, KENNETH WILLIS, A.B., B.D., Ph.D.

Instructor in New Testament

CRANFORD, WILLIAM IVEY, A.B., Ph.D.

Carr Professor of Philosophy

ELLWOOD, CHARLES ABRAM, Ph.B., Ph.D., LL.D.

Professor of Sociology

**GARBER, PAUL NEFF, A.B., A.M., Ph.D.

Professor of Church History

†GODBAY, ALLEN HOWARD, A.M., Ph.D.

Professor of Old Testament

HICKMAN, FRANKLIN SIMPSON, A.B., A.M., S.T.B., Ph.D.

Professor of the Psychology of Religion

MYERS, HIRAM EARL, A.B., S.T.B., S.T.M.

Professor of English Bible

ORMOND, JESSE MARVIN, A.B., B.D.

Professor of Practical Theology

ROWE, GILBERT THEODORE, A.B., D.D., Litt.D.

Professor of Christian Doctrine

RUSSELL, ELBERT, A. B., A.M., Ph.D.

Professor of Biblical Interpretation

SMITH, HILRIE SHELTON, A.B., Ph.D., D.D.

Professor of Religious Education

SPENCE, HERSEY EVERETT, A.B., A.M., B.D.

Professor of Religious Education

* On leave, 1931-1932.

** On leave, second semester, 1931-1932.

† Service terminated January 31, 1932.

STANBURY, WALTER ALBERT, A.B., D.D.
Professor of Practical Theology

BARNES, JAMES FOSTER, A.B., A.M.
Instructor in Church Music

JENSEN, HOWARD EIKENBERRY, A.B., A.M., B.D., Ph.D.
Professor of Sociology

WIDGERY, ALBAN GREGORY, M.A.
Professor of Philosophy

COMMITTEES OF THE FACULTY

Registration and Advanced Standing—The Registrar, the Dean, and Professor Cannon.

Public Exercises—Dean Russell, Professors Branscomb, Garber, Hickman, and Rowe.

Library—Professors Branscomb, Cannon, and Smith.

Extension—Professors Hickman, Rowe, Stanbury, Ormond, and Spence.

Representatives on Joint Committee on Junaluska School of Religion—President Few, Dean Russell, and Professor Garber.

SCHOOL OF RELIGION IN DUKE UNIVERSITY

HISTORICAL STATEMENT

The present Duke University has been gradually developed from a simple beginning in a local school established in the northwestern part of Randolph County, North Carolina, in 1838. This school was enlarged in 1840 and named Union Institute. In 1841 it was incorporated as Union Institute Academy by the legislature of North Carolina. Under the leadership of President Braxton Craven, the academy grew into an institution chartered as Normal College in 1851. An amendment to the charter in November, 1852, authorized Normal College to grant degrees, and two students were graduated in 1853 with the degree of bachelor of arts.

In 1859 the charter of Normal College was amended to place the institution under the control of the Methodist Episcopal Church, South, and the name was changed to Trinity College. Dr. John Franklin Crowell became president of Trinity College in 1887. The most important achievement of his administration was the removal of the college to Durham, North Carolina, which was accomplished by September, 1892.

President Crowell resigned in 1894 and was succeeded by the Reverend John Carlisle Kilgo, D.D. During President Kilgo's administration the endowment of Trinity College was greatly increased, the Library and other important buildings were erected, and notable progress was made in increasing the variety and improving the quality of the courses of instruction. A School of Law was established in 1904 by the gift of Messrs. James B. and Benjamin N. Duke. In 1910 President Kilgo was succeeded by Dr. William Preston Few.

Trinity College has experienced a great expansion in faculty, endowment, buildings, and equipment during President Few's administration. In December, 1924, Mr. James B. Duke established a \$40,000,000 trust fund for educational and charitable purposes. Trinity College accepted the terms of the indenture of trust on December 29, 1924, and on the following day

the name of the institution was changed to Duke University. Mr. Duke's death in 1925 was followed by the announcement of munificent provisions in his will for the development of the University which bears his family name.

SCHOOL OF RELIGION

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary there has been ever-increasing emphasis placed upon this feature of the work of the college, especially in the provision in the curriculum for a great variety of courses on the Bible and other religious subjects.

Through the gift of Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work of the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina stood in need first of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the School began with the academic year 1926-27, though the exercises formally opening the School were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted. Members of all other Christian denominations, as well as Methodists, are made to feel welcome in the School of Religion. The basis on which the work is conducted is broadly catholic and not narrowly denominational.

THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer train-

ing for all types of Christian service. This includes missionaries, teachers of Bible and other religious subjects in the schools and colleges of the Church, directors of religious education, and social workers. In the future it is planned to fit the courses more completely to the needs of these workers. Still it must be kept clear that the minister in charge of a church, who is placed before the people to preach the Gospel of Christ, is the center and key to the whole problem of Christian work in the church. It is felt with strong conviction that the training of all Christian workers should be maintained on a high level. Consequently this School of Religion is organized on a strictly graduate basis. It is sincerely hoped that the standard thus set may increasingly influence the type of men and women entering Christian work and may lead them to demand the best of themselves in the prosecution of the work of Christ among men.

RELATION OF THE SCHOOL OF RELIGION TO DUKE UNIVERSITY

As one of the coördinate schools of Duke University, the School of Religion is in closest touch with the other schools, particularly with Trinity College and with the Graduate School. Correspondence is invited from those who are interested in the possibility of securing degrees other than that of Bachelor of Divinity, which is granted upon recommendation of the faculty of the School of Religion. Seniors in Trinity College are admitted to certain courses in the School of Religion. Various privileges of Duke University are open to students of the School of Religion. Students in the School of Religion are expected to take part in the religious and social life of the University campus and to share in athletic interests and activities.

REQUIREMENTS FOR ADMISSION

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must

satisfy the faculty as to their Christian character and purpose. To this end a letter regarding a student's character and purpose from the pastor of his home church, a church official, or some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

ADMISSION TO ADVANCED STANDING

Students coming from colleges where departments of religion are maintained may be admitted to advanced courses in departments of the School of Religion in which they have done previous work as undergraduates. After one semester in residence, completing at least twelve semester-hours of work, students may make application to the faculty of the School of Religion for credit toward the Bachelor of Divinity degree for courses of senior-graduate rank taken as undergraduates.

PART TIME SCHEDULES

Students who are not giving full time to their studies in the School of Religion may carry only limited schedules of class work.

REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, which consists of ninety semester-hours of work and a thesis. The course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

THESIS

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be of such a character as shall evidence a knowledge of the methods of research and an ability

to conduct independent investigations. It shall be written upon some topic in the major field of study. The candidate is responsible for the selection of a suitable subject, which must be approved by the professor in charge of the major field, and must be filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that the degree will be conferred. Following the submission and approval of the subject of the thesis no changes shall be permitted, except changes for the purpose of clarification or limitation of the subject. The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. No student shall be allowed to write his thesis *in absentia* except on the approval of the dean and the professor in charge of the thesis. In all such cases regular reports as to the progress of the thesis must be made to the professor in charge, as often as he may deem wise.

The thesis shall be read by a committee of three members of the faculty of the School of Religion, one of whom shall be the professor under whose direction the thesis has been written, and two other members appointed by the dean, one of whom shall be of a department other than that in which the thesis is written. Each candidate shall be examined orally on his thesis by the committee appointed to read it, said examination not to exceed one hour in length. The thesis must be satisfactory to a majority of the members of the examining committee, including the representative of the department in which the thesis was written.

A complete typed copy of the thesis shall be in the hands of the professor under whom the thesis is written, for correction, by May 1, and three permanently-bound typewritten copies shall be presented for examination not later than May 15 of the year in which it is expected that the degree will be conferred. Theses submitted after May 15 shall not be considered as fulfilling the requirements for graduation in that academic year. In the case of extensive corrections of the thesis in the course of the examination such retyping and re-binding of the thesis as the committee of examination may desire shall be required.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

GENERAL REQUIREMENTS

Ninety semester-hours are required for graduation. Forty-two of these must be the following :

Old Testament	6 s.h.
New Testament	6 s.h.
Christian Doctrine	6 s.h.
Church History	6 s.h.
Homiletics and Practical Theology	6 s.h.
Religious Education	3 s.h.
Psychology of Religion	3 s.h.
History of Religion and Missions	6 s.h.
	<hr/>
	42 s.h.

MAJORS AND THESIS

Each student must select a major field in which he elects to write his thesis and in which he must take twelve semester-hours in addition to the general requirement in that field. This choice must be made by the end of the Middle year. A student may take his major in any of the departments of the School of Religion. He may also take his major in English Bible. To major in that field, he must complete in addition to the required work in the departments of Old Testament and New Testament nine semester-hours in the department of Old Testament and nine semester-hours in the department of New Testament, exclusive of language.

12 s.h.

FREE ELECTIVES

Thirty-six semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

36 s.h.

90 s.h.

REQUIRED AND ELECTIVE COURSES

OLD TESTAMENT

Required:

- | | | |
|----------|-----------------------------------|--------|
| 203-204. | Introduction to the Old Testament | 6 s.h. |
|----------|-----------------------------------|--------|

Electives:

- | | | |
|----------|-----------------------------------------------------|--------|
| 201-202. | Introductory Hebrew | 6 s.h. |
| 301. | Old Testament Theology | 3 s.h. |
| 302. | The Exegesis of Selected Books of the Old Testament | 3 s.h. |
| 305-306. | Pre-Mosaic Hebrew Religion | 6 s.h. |
| 307-308. | The Old Testament in Hebrew | 6 s.h. |
| 309-310. | Ancient Oriental History | 6 s.h. |

NEW TESTAMENT

Required:

- | | | |
|----------|--------------------------------|--------|
| 213-214. | The Beginnings of Christianity | 6 s.h. |
|----------|--------------------------------|--------|

Electives:

- | | | |
|----------|-------------------------------------------------------------|--------|
| 211-212. | Hellenistic Greek | 6 s.h. |
| 217. | The New Testament in Greek | 3 s.h. |
| 218. | The Exegesis of Selected Books of the New Testament | 3 s.h. |
| 219. | Life of Paul | 3 s.h. |
| 311. | The Life and Teachings of Jesus | 3 s.h. |
| 312. | New Testament Theology | 3 s.h. |
| 313-314. | The Exegesis of Selected Books of the New Testament | 6 s.h. |
| 315. | Judaism at the Beginning of the Christian Era | 3 s.h. |
| 316. | Hellenistic Religions at the Beginning of the Christian Era | 3 s.h. |

CHRISTIAN DOCTRINE

Required:

- | | | |
|------|-----------------------------------------|--------|
| 321. | Introduction to the Science of Theology | 3 s.h. |
| 322. | The Content of Christian Doctrine | 3 s.h. |

Electives:

- | | | |
|------|-----------------------------------------------|--------|
| 323. | Theology in Ancient and Medieval Christianity | 3 s.h. |
| 324. | Theology in Modern Christianity | 3 s.h. |
| 325. | Soteriology | 3 s.h. |
| 326. | Eschatology | 3 s.h. |

Additional courses for a major in this department are Old Testament 301 and New Testament 312.

CHURCH HISTORY

Required:

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| 233. | Church History to the Reformation | 3 s.h. |
| 234. | The History of the Evangelical Movement | 3 s.h. |

Electives:

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| 333. The Denominations in America: the Colonial Period | 3 s.h. |
| 334. The Denominations in America: the National Period | 3 s.h. |
| 335. Religion in the Southern States since the Civil War | 3 s.h. |
| 336. Methodism | 3 s.h. |
| 337. Protestantism and Catholicism in Europe since 1800 | 3 s.h. |
| 338. Great Men of the Christian Church | 3 s.h. |

HOMILETICS AND PRACTICAL THEOLOGY*Required:*

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|------------------------------------------------|--------|
| 341. Homiletics, <i>and either</i> | 3 s.h. |
| 251. The Rural Church and Sociology, <i>or</i> | 3 s.h. |
| 252. Rural Church Administration, <i>or</i> | 3 s.h. |
| 342. Sermon Construction, <i>or</i> | 3 s.h. |
| 343. Homiletical Argumentation, <i>or</i> | 3 s.h. |
| 344. Psychology of Preaching, <i>or</i> | 3 s.h. |
| 345. City Church Administration, <i>or</i> | 3 s.h. |
| 346. Public Worship | 3 s.h. |

Electives:

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|-------------------------------------|--------|
| 251. The Rural Church and Sociology | 3 s.h. |
| 252. Rural Church Administration | 3 s.h. |
| 342. Sermon Construction | 3 s.h. |
| 343. Homiletical Argumentation | 3 s.h. |
| 344. Psychology of Preaching | 3 s.h. |
| 345. City Church Administration | 3 s.h. |
| 346. Public Worship | 3 s.h. |
| 348. Church Music and Religious Art | 3 s.h. |

RELIGIOUS EDUCATION*Required:*

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|-----------------------------------------------------|--------|
| 261. An Educational Approach to Religion, <i>or</i> | 3 s.h. |
| 262. Organization of Religious Education | 3 s.h. |

Electives:

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|--------------------------------------------------------|--------|
| 263. Curriculum of Religious Education | 3 s.h. |
| 264. Technic of Teaching Religion | 3 s.h. |
| 265. Religious Drama | 3 s.h. |
| 362. Religious Education in Social Reconstruction | 3 s.h. |
| 363-364. Religious Education and American Civilization | 6 s.h. |
| 365. Character Education and the State | 3 s.h. |
| 366. Philosophy of Religious Education | 3 s.h. |
| 381-382. Seminar | 4 s.h. |

PSYCHOLOGY OF RELIGION*Required:*

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|-------------------------------------------------|--------|
| 275. Introduction to the Psychology of Religion | 3 s.h. |
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Electives:

276. Advanced Psychology of Religion	3 s.h.
371. The Religious Experience of the Child	3 s.h.
372. The Religious Experience of Youth	3 s.h.
375-376. Seminar: Studies in Mysticism	4 s.h.
377-378. Seminar: Theories of Self	4 s.h.

HISTORY OF RELIGION AND MISSIONS*Required:*

281. The Nature and Early Development of Religion, <i>or</i>	3 s.h.
282. Living Religions of the World, <i>and either</i>	3 s.h.
283. Expansion of Christianity, <i>or</i>	3 s.h.
284. Principles of Missions	3 s.h.

Electives:

281. The Nature and Early Development of Religion	3 s.h.
282. Living Religions of the World	3 s.h.
283. Expansion of Christianity	3 s.h.
284. Principles of Missions	3 s.h.
381. Leading Ideas of Religion (God, Sin, and Salvation)	3 s.h.
382. Leading Ideas of Religion (Future Life and Ethics)	3 s.h.
383. Buddhism	3 s.h.
384. Mohammedanism	3 s.h.
385. Christianity and World Movements	3 s.h.
386. Missionary Problems	3 s.h.

PHILOSOPHY*Electives:*

203. The Philosophy of Conduct	3 s.h.
204. Christian Ethics	3 s.h.
205-206. Idealism	6 s.h.
261-262. The Philosophy of Religion	6 s.h.

SOCIOLOGY*Electives:*

205. Social Pathology	3 s.h.
206. Criminology	3 s.h.
212. Child Welfare	3 s.h.
217. General Anthropology	3 s.h.
218. Cultural Anthropology	3 s.h.
219. Principles of Sociology	3 s.h.
220. History of Social Philosophy	3 s.h.
301. Sociology and Religion	3 s.h.

DISTRIBUTION OF COURSES BY YEARS

JUNIOR YEAR

Old Testament	6 s.h.
New Testament	6 s.h.
Church History	6 s.h.

The remaining twelve semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, Psychology of Religion, History of Religion and Missions, but not more than six semester-hours shall be taken in one department.

12 s.h.

 30 s.h.

MIDDLE YEAR

Christian Doctrine	6 s.h.
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After completing all other required courses, the remainder of the work of this year is elective; but not more than twelve semester-hours shall be taken in one department.

24 s.h.

 30 s.h.

SENIOR YEAR

In the Senior year the student must fulfill all general requirements not completed in the Junior and Middle years. The remainder of the work is elective.

30 s.h.

*COURSES OF INSTRUCTION

OLD TESTAMENT

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. T.Th.S. at 8:40. **6 s.h.** PROFESSOR _____

203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. M.W.F. at 8:40. **6 s.h.** PROFESSOR RUSSELL

301. Old Testament Theology.—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. M.T.W. at 10:40. **3 s.h.** PROFESSOR RUSSELL

302. The Exegesis of Selected Books of the Old Testament.—The books to be studied will be chosen from the following list: Job, Second Isaiah, Zechariah, the Psalms. The study will be based on the English text. Prerequisite, Old Testament 203-204. M.T.W. at 10:40. **3 s.h.** PROFESSOR RUSSELL

305-306. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. M.W.F. at 12:10. **6 s.h.** PROFESSOR _____

[Not offered in 1932-1933]

307-308. The Old Testament in Hebrew.—Parts of the Pentateuch are read during the first semester. Selections from the prophets are the basis for the study in the second semester. M.W. at 4. **6 s.h.** PROFESSOR _____

309-310. Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. M.T.W. at 8:40. **6 s.h.** PROFESSOR _____

[Not offered in 1932-1933]

* On recommendation of the department concerned courses offered in the Graduate School of Arts and Sciences, other than those approved for credit in the School of Religion, may be approved for credit in individual cases, each case to be decided on its merits.

NEW TESTAMENT

211-212. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. M.W.F. at 8:40. **6 s.h.**, provided the student takes New Testament 217-218 the following year. DR. CLARK

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. M.W.F. at 9:40. **6 s.h.** DR. CLARK

217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. T.Th.S. at 9:40. **3 s.h.** DR. CLARK

218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. T.Th.S. at 9:40. **3 s.h.** PROFESSOR RUSSELL

219. Life of Paul.—A study of Paul's life on the basis of the Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. M.W.F. at 9:40. **3 s.h.** PROFESSOR MYERS
[Not offered in 1932-1933]

311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213-214. Th.F.S. at 10:40. **3 s.h.** PROFESSOR RUSSELL

312. New Testament Theology.—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. Th.F.S. at 10:40. **3 s.h.** PROFESSOR RUSSELL

313. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. Th.F.S. at 10:40. **3 s.h.** DR. CLARK

314. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. T.Th.S. at 12:10. **3 s.h.** DR. CLARK

315. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. Th.F.S. at 10:40. **3 s.h.** PROFESSOR BRANSCOMB
[Not offered in 1932-1933]

316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. Th.F.S. at 10:40. **3 s.h.**

PROFESSOR RUSSELL

[Not offered in 1932-1933]

CHRISTIAN DOCTRINE

321. Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. M.W.F. at 8:40. **3 s.h.**

PROFESSOR ROWE

322. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. M.W.F. at 8:40. **3 s.h.**

PROFESSOR ROWE

323. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. Prerequisite, Christian Doctrine 321-322. M.T.W. at 9:40. **3 s.h.**

PROFESSOR ROWE

324. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. Prerequisite, Christian Doctrine 321-322. M.T.W. at 9:40. **3 s.h.**

PROFESSOR ROWE

325. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. Prerequisite, Christian Doctrine 321-322. M.W.F. at 12:10. **3 s.h.**

PROFESSOR ROWE

326. Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. Prerequisite, Christian Doctrine 321-322. M.W.F. at 12:10. **3 s.h.**

PROFESSOR ROWE

CHURCH HISTORY

233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. M.W.F. at 10:40. **3 s.h.**

PROFESSOR GARBER

234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. M.W.F. at 10:40. **3 s.h.**

PROFESSOR GARBER

333. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. M.T.W. at 12:10. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1932-1933]

334. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History 233-234. M.W.F. at 12:10. **3 s.h.**

PROFESSOR GARBER

335. Religion in the Southern States since the Civil War.—A detailed study of the religious life of the southern people since 1865. Prerequisite, Church History 233-234. M.W.F. at 9:40. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1932-1933]

336. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History 233-234. M.T.W. at 12:10. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1932-1933]

337. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. Prerequisite, Church History 233-234. M.T.W. at 12:10. **3 s.h.**

PROFESSOR GARBER

338. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. M.W.F. at 9:40. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1932-1933]

HOMILETICS AND PRACTICAL THEOLOGY

251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present obligation of the church. T.Th.S. at 8:40. **3 s.h.**

PROFESSOR ORMOND

252. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. T.Th.S. at 8:40. **3 s.h.**

PROFESSOR ORMOND

341. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. T.Th.S. at 9:40. **3 s.h.** PROFESSOR HICKMAN

342. Sermon Construction.—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons, with written reports. T.Th.S. at 9:40. **3 s.h.** PROFESSOR HICKMAN

343. Homiletical Argumentation.—A study of reasoning processes employed in the composition of sermons. Principles of argumentation inductively derived. M.W.F. at 10:40. **3 s.h.** PROFESSOR HICKMAN

344. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. M.W.F. at 10:40. **3 s.h.** PROFESSOR HICKMAN

345. City Church Administration.—A survey of the duties, relationships, and opportunities of the pastorate in the modern urban community; church management and organization; ecclesiastical procedure and law; projects in local churches. M.W.F. at 12:10. **3 s.h.** PROFESSOR STANBURY

346. Public Worship.—Problems of the Church's inner and corporate life; a study of the aims, spirit, and conduct of public worship; projects in the constructive criticism of worship. M.W.F. at 12:10. **3 s.h.** PROFESSOR STANBURY

348. Church Music and Religious Art.—A study of the use of music and art in public worship. M.T.W. at 12:10. **3 s.h.** MR. BARNES

353-354. Practicum on Rural Church Work.—In this course an attempt will be made to develop ministerial efficiency by conserving the educational values of actual experiences of ministerial students in rural churches. Th. at 2:00. **2 s.h.** PROFESSOR ORMOND

RELIGIOUS EDUCATION

261. An Educational Approach to Religion.—A study in the educational theory of religion, including a discussion of the social, psychological, and theological aspects of moral and religious growth. T.Th.S. at 12:10. **3 s.h.** PROFESSOR SMITH

262. Organization of Religious Education.—The development of a system of organization and administration based upon constructive educational theory, and embracing week-day as well as Sunday agencies of religious education. T.Th.S. at 12:10. **3 s.h.** PROFESSOR SPENCE

263. Curriculum of Religious Education.—Educational conceptions of the curriculum; values and uses of current curricula; principles and technics of curriculum construction. M.W.F. at 9:40. **3 s.h.** PROFESSOR SPENCE

264. Technic of Teaching Religion.—Objectives and principles of the teaching process, including a discussion of the major types of educational procedure. M.W. F. at 9:40. **3 s.h.** PROFESSOR SPENCE

265. Religious Drama.—A study of the uses and underlying principles of religious drama, followed by a critical examination of selected dramatic productions. T.Th.S. at 12:10. **3 s.h.** PROFESSOR SPENCE

362. Religious Education in Social Reconstruction.—Following the consideration of religious education as a social process, one or more major social issues in contemporary civilization will be critically examined from the standpoint of education's contribution toward social reconstruction. Prerequisite, three semester-hours in sociology and Religious Education 261 or its equivalent. T.Th.S. at 9:40. **3 s.h.** PROFESSOR SMITH

363-364. Religious Education and American Civilization.—A survey of the origin and growth of cultural values in the rise of American civilization, with a concomitant investigation of the educational processes of church and state in the shaping of moral and religious personality. Prerequisite, Religious Education 261, or its equivalent. M.W.F. at 9:40. **6 s.h.** PROFESSOR SMITH

365. Character Education and the State.—A study of the state as character educator, involving a critical examination of the ethical philosophy of the secular state, and of the modern theories and practices of character education. Prerequisite, Religious Education 261, or its equivalent. M.T.W. at 8:40. **3 s.h.** PROFESSOR SMITH

366. Philosophy of Religious Education.—A critical study of the basic concepts and theories underlying religious education. Prerequisite, Religious Education 261, or its equivalent. M.T.W. at 8:40. **3 s.h.** PROFESSOR SMITH

381-382. Seminar.—Directed research. Available only upon approval of Department. Th. 4:00-6:00. **4 s.h.** DEPARTMENTAL STAFF

PSYCHOLOGY OF RELIGION

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. T.Th.S. at 8:40. **3 s.h.** PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Psychology of Religion 275, or its equivalent. T.Th.S. at 8:40. **3 s.h.** PROFESSOR HICKMAN

371. The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. M.W.F. at 10:40. **3 s.h.** PROFESSOR HICKMAN
[Not offered in 1932-1933]

372. The Religious Experience of Youth.—A continuation of Psychology of Religion 371. Prerequisite, one course in general psychology. M.W.F. at 10:40. **3 s.h.** PROFESSOR HICKMAN
[Not offered in 1932-1933]

375-376. Seminar: Studies in Mysticism.—Examination of principal phases of religious mysticism to discover their abiding worth in religious experience. Prerequisite, Psychology of Religion 275, or equivalent. Hours to be arranged. **4 s.h.** PROFESSOR HICKMAN

377-378. Seminar: Theories of Self.—Bearing of psychological theories of self upon religious theory. For advanced students in philosophy, psychology, or psychology of religion. Hours to be arranged. **4 s.h.** PROFESSOR HICKMAN
[Not offered in 1932-1933]

HISTORY OF RELIGION AND MISSIONS

281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. T.Th.S. at 9:40. **3 s.h.** PROFESSOR CANNON

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. T.Th.S. at 9:40. **3 s.h.** PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. T.Th.S. at 10:40. **3 s.h.** PROFESSOR CANNON

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. T.Th.S. at 10:40. **3 s.h.** PROFESSOR CANNON

381. Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. at 9:40. **3 s.h.** PROFESSOR CANNON
[Not offered in 1932-1933]

382. Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. at 9:40. **3 s.h.**
 PROFESSOR CANNON

383. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion and Missions 282. M.W.F. at 9:40. **3 s.h.**
 PROFESSOR CANNON

384. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. M.W.F. at 9:40. **3 s.h.**
 PROFESSOR CANNON

[Not offered in 1932-1933]

385. Christianity and World Movements.—Relation of Christianity to significant world movements,—race, war, industry, world peace. T.Th.S. at 10:40. **3 s.h.**
 PROFESSOR CANNON

[Not offered in 1932-1933]

386. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. T.Th.S. at 10:40. **3 s.h.**
 PROFESSOR CANNON

[Not offered in 1932-1933]

PHILOSOPHY

203. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. T.Th.S. at 12:10. **3 s.h.**
 PROFESSOR CRANFORD

204. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. T.Th.S. at 12:10. **3 s.h.**
 PROFESSOR CRANFORD

205-206. Idealism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. M.W.F. at 10:40. **6 s.h.**
 PROFESSOR CRANFORD

***261-262. The Philosophy of Religion.**—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. M.W.F. at 2:00. 6 s.h. PROFESSOR WIDGERY

SOCIOLOGY

***205. Social Pathology.**—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. T.Th.S. at 8:40. 3 s.h. PROFESSOR JENSEN

***206. Criminology.**—A study of the original tendencies of man and the problem of socializing these tendencies; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. Prerequisite, six semester-hours in undergraduate sociology or Sociology 301. T.Th.S. 8:40. 3 s.h. PROFESSOR JENSEN

***212. Child Welfare.**—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. Prerequisite, six semester-hours in undergraduate sociology or Sociology 301. M.W.F. at 8:40. 3 s.h. PROFESSOR JENSEN

217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. M.W.F. at 10:40. 3 s.h. PROFESSOR ELLWOOD

218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. M.W.F. at 10:40. 3 s.h. PROFESSOR ELLWOOD

219. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. T.Th.S. at 9:40. 3 s.h. PROFESSOR ELLWOOD

220. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of

* Courses offered in the Graduate School of Arts and Sciences which are credited toward the degree of Bachelor of Divinity.

Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumpłowicz, Ratzenhofer, and Ward, will, among others, be considered. T.Th.S. at 9:40. **3 s.h.**

PROFESSOR ELLWOOD

***301. Sociology and Religion.**—The bearing of sociology upon religious problems and religious work. M.W.F. at 8:40. **3 s.h.**

PROFESSOR JENSEN

* Courses offered in the Graduate School of Arts and Sciences which are credited toward the degree of Bachelor of Divinity.

GENERAL INFORMATION

FEES

Room-rent and tuition are remitted to students matriculated in the School of Religion, for which they are expected to render service from time to time which shall not interfere with their work in the School of Religion.

Each student is assessed per semester as follows:

Matriculation fee	\$25.00
Library fee	5.00
Athletic fee	5.00
Publication fee (optional)	2.50
Hospital fee	2.00
Damage fee	1.00

Each student is assessed in the last semester before a degree is conferred, a commencement fee of three dollars and a diploma fee of five dollars. The latter fee is refunded if the diploma is not awarded.

LATE REGISTRATION

Students matriculating in either semester at a date later than that prescribed in the catalogue shall pay to the treasurer of the University a penalty of five dollars.

ROOMS

Men students in the School of Religion are housed in the new dormitories on the west campus of Duke University. All rooms are provided with heat, water, and electric light. Each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows. Students must furnish their own electric lamps, which can be purchased from the University store.

Rooms for a given year may be engaged at the office of the Director in the Business Division at any time before May 15 of the preceding year. Every student who wishes to retain his room for the succeeding year must notify the office of the Director in the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be

considered vacant for the succeeding year. A reservation is canceled, and the University is free to rent the room to other students, unless a deposit of \$5.00 for each proposed occupant, in part payment of the rent, is made by August 1. When a room is once engaged by a student, no change will be permitted except with the consent of the Director in the Business Division.

BOARDING HALLS

The University dining hall in the College Union has accommodations for all the resident men students. It is the policy of the University to furnish board to the students at actual cost. Board may be secured at the Union for \$25.00 per month of twenty-eight days. The College Union is the logical center of student activities, and all male students are advised to board in its supervised halls.

STUDENT AID

Scholarships are available for ministerial students, the terms of which may be ascertained by correspondence with the Registrar of the School of Religion. Aid is also given in securing positions in churches. Students who need financial help may be assured that the administration will do all in its power to give the necessary assistance.

THE LIBRARY

The School of Religion has its own library, conveniently housed in the School of Religion building. This library which contains materials dealing with the subject of religion, already numbers nearly twenty thousand volumes. It has been carefully selected and is the equivalent in working efficiency of many libraries which are much larger. It is already rich in complete files of the more important journals and periodicals, in sets containing source materials for the study of the history of religion and missions, in facsimiles of the more important manuscripts of the New Testament, and in source materials in the field of American church history. The library is being rapidly expanded. Two private libraries of note have been purchased, one of the late Dr. Graf von Baudissin, Professor of Old Testament at the University of Berlin, and the other of the late Dr. Karl

Hall, Professor of Church History in the same university, and these have added valuable materials in these fields. One of the outstanding possessions of the library, is a magnificent Greek manuscript of the XIII or XIV centuries containing the entire text of the New Testament.

Besides this special library, students of the School of Religion have the use of the main library of the University, the library of the School of Law and the library of the School of Medicine. All of these libraries are located near the School of Religion building.

RELIGIOUS LIFE

The students of the School of Religion are expected to attend the regular University chapel services which are held on Tuesday, Wednesday, Friday, and Saturday of each week. A special chapel service for the School of Religion is held each Thursday morning.

In this, as in other features of the University life, the students of the School of Religion are urged to identify themselves with the life of the whole student group.

DATE OF REGISTRATION

Class work in the School of Religion for the academic session of 1932-1933 will begin Monday, September 26, 1932. The registration of students in the School of Religion will begin on Friday, September 23, 1932. Registration should be completed by Saturday, September 24, 1932.

ADDITIONAL INFORMATION

Requests for information not contained in this catalogue should be addressed to the Registrar of the School of Religion, Duke University, Durham, North Carolina.

JUNALUSKA SCHOOL OF RELIGION

ANNOUNCEMENT

The fifth session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 25 to September 2, 1932. It will be conducted under the joint management of Duke University and the Board of Christian Education with the coöperation of the Board of Missions and other boards of the Methodist Episcopal Church, South.

The purpose is to conduct a Summer School of Religion to meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves better for their work or to add credits looking toward the securing of university degrees.

INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.

Dean of the School of Religion and Professor of Biblical Interpretation,
DUKE UNIVERSITY.

PAUL NEFF GARBER, A.B., A.M., Ph.D.,

Registrar of the School of Religion and Professor of Church History,
DUKE UNIVERSITY.

WYATT AIKEN SMART, A.B., B.D., D.D.,

Professor of Biblical Theology,
EMORY UNIVERSITY.

HILRIE SHELTON SMITH, A.B., A.M., B.D., Ph.D.,

Professor of Religious Education,
DUKE UNIVERSITY.

ALFRED WASHINGTON WASSON, A.B., B.D., S.T.M., LL.D.,
Professor of Missions,
SOUTHERN METHODIST UNIVERSITY.

COURSES

Courses will be offered meeting five times a week for eighty-minute periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and who are ranked as incoming seniors in college.

GROUP I

FOR COLLEGE UNDERGRADUATES

Course 1. The Teachings of Jesus.—Using the Synoptic Gospels as a basis, the teachings of Jesus on religious, ethical and social subjects will be studied in an effort better to understand His own thought and His message to the world.
PROFESSOR SMART

Course 3. Old Testament History.—A survey of the history of the Hebrews in its relation to contemporary oriental history, with special emphasis on the literature and religious institutions.
PROFESSOR RUSSELL

Course 5. The World Task of the Church.—Survey of world field; modern aim, motives, and justification for missions; principles and methods; the indigenous church; the home base including functions and organization of mission boards, problems of administration, and missionary education.
PROFESSOR WASSON

Course 7. American Christianity.—The growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America in the 19th century.
PROFESSOR GARBER

GROUP II

FOR COLLEGE GRADUATES (AND FOR COLLEGE SENIORS)

Course 2. The Epistle to the Hebrews and the General Epistles.—
PROFESSOR SMART

Course 4. Old Testament Literature.—A study of the story-literary element in the Old Testament with reference to both form and content; and the elements and chief forms of Old Testament poetry, especially the Psalms.

PROFESSOR RUSSELL

Course 6. Religious Education and Contemporary Civilization.—A realistic analysis of the ethical and religious issues in contemporary American civilization, with a critical appraisal of the function of Christian education as an agency of social and religious reconstruction.

PROFESSOR SMITH

Course 8. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America.

PROFESSOR GARBER

Course 10. History of Religion.—Nature of religion; primitive forms; theories of origin and development; outline history of great non-Christian religions.

PROFESSOR WASSON

ADDITIONAL INFORMATION

A general matriculation fee of \$5.00 is due at time of registration and a special fee of \$5.00 in each course for which the student registers.

Students are of course responsible for their own arrangements for board and room. Those desiring to engage room and board in the Board of Education lodges should write W. E. Hogan, 810 Broadway, Nashville, Tennessee. Those desiring to room elsewhere should write to Ralph E. Nollner, Lake Junaluska, North Carolina.

All the sessions of the school will be held in the Education building at the west end of Lake Junaluska.

Academic matters will be in charge of the faculty of the School of Religion, Elbert Russell, Dean.

Those desiring further information concerning courses and conditions of work should address J. Q. Schisler, the Board of Christian Education, 810 Broadway, Nashville, Tennessee, or Paul N. Garber, Registrar, School of Religion, Duke University, Durham, North Carolina.

ROLL OF STUDENTS, SCHOOL OF RELIGION

SENIOR CLASS

Acey, Archie Everette A.B., Randolph-Macon College, 1927.	North Emporia, Va.
Andrews, Chester James A.B., Duke University, 1930.	Fairmont, N. C.
Ashley, George Norman A.B., Wake Forest College, 1928.	Edenton, N. C.
Atkinson, Samuel Marvin A.B., Wofford College, 1929.	Murrell's Inlet, S. C.
Austin, Hugh Stewart A.B., University of Florida, 1929.	Orlando, Fla.
Barclift, Chancie DeShield A.B., Duke University, 1927.	Gates, N. C.
Barnwell, Roy James A.B., Duke University, 1929.	Coleridge, N. C.
Bass, James Dallas Ph.B., Emory University, 1930.	Pulaski, Tenn.
Bowles, Charles Phillips A.B., Duke University, 1928.	Greensboro, N. C.
Braxton, Jabus Walton A.B., High Point College, 1929.	Henderson, N. C.
Brown, Cansau Delane A.B., Duke University, 1929.	Eldorado, N. C.
Brown, Robert Edgar A.B., Southwestern University, 1920.	Kinston, N. C.
Browning, Charles Hancher A.B., Maryville College, 1927.	Ewing, Va.
Carruth, John Robert A.B., Emory and Henry College, 1929.	Anthony, N. M.
Clay, Charles Wesley A.B., Duke University, 1929.	Winston-Salem, N. C.
Cooke, Paul A.B., Birmingham-Southern College, 1926.	Cullman, Ala.
Council, Raymond Ward A.B., Lambuth College, 1929.	Union City, Tenn.
Crutchfield, Henry Ervin A.B., Elon College, 1926.	Henderson, N. C.
Davis, Harvey Landis A.B., Duke University, 1921.	Wilmington, N. C.
Dimmette, Joel Walter A.B., Duke University, 1928.	Cedar Grove, N. C.
Dutton, William Clarke A.B., Emory and Henry College, 1923.	Cedar Springs, Va.
Edwards, Moir Williamson A.B., Duke University, 1929.	Skyland, N. C.

- Foster, George Adair
A.B., University of Florida, 1930.
- George, LeRoy Brunson
A.B., Wofford College, 1929.
- Grisham, Roy Arnold
A.B., Millsaps College, 1928.
- Harbin, Andrew Vandiver, Jr.
A.B., Wofford College, 1929.
- Hardin, Harvey McConnell
A.B., Southern College, 1929.
- Harris, Loy Vernon
A.B., Duke University, 1924.
- Hathaway, Offie Lemuel
A.B., Duke University, 1930.
- Highfill, Thomas Guthrie
A.B., Moravian College, 1928.
A.M., Duke University, 1930.
- Hood, George Franklin
A.B., Duke University, 1928.
- Jenkins, Theodore Roosevelt
A.B., Duke University, 1927.
- Kolb, Ernest Connors
A.B., Furman University, 1919.
A.M., Duke University, 1928.
- Lefler, Bayne Wesley
A.B., Asbury College, 1925.
- Mayo, Louis Allen
A.B., Duke University, 1928.
- Needham, Eugene Warren
A.B., Duke University, 1931.
- Overton, Ernest Golden
A.B., Duke University, 1925.
- Pool, Bob Lem
A.B., Duke University, 1930.
- Pope, Liston
A.B., Duke University, 1929.
- Root, Paul Adelbert
A.B., Asbury College, 1930.
- Rowland, John Lester
A.B., Hendrix-Henderson College, 1926.
- Sanford, Marshall Stanfield
A.B., Lambuth College, 1929.
- Sharpe, Ralph McDuffie
A.B., Wofford College, 1927.
- Shumaker, Ralph Baxter
A.B., Duke University, 1928.
- Singleton, George Harbin
A.B., Birmingham-Southern College, 1929.
- Stafford, Garland Reid
A.B., Emory and Henry College, 1925.
- Stokes, John Lemacks
A.B., Asbury College, 1930.
- De Funiak Springs, Fla.
- Independence, La.
- Sardis, Miss.
- Mullins, S. C.
- Alva, Fla.
- Scotland Neck, N. C.
- Raleigh, N. C.
- Webster, N. C.
- Sandy Ridge, N. C.
- Durham, N. C.
- Windsor, N. C.
- Cedar Falls, N. C.
- Durham, N. C.
- Ruffin, N. C.
- Sweptsonville, N. C.
- Kilgore, Tex.
- Thomasville, N. C.
- Seattle, Wash.
- Plainview, Ark.
- Parsons, Tenn.
- Gilbert, S. C.
- Marshall, N. C.
- Birmingham, Ala.
- Abingdon, Va.
- Seoul, Korea

Thompson, Arnold Chester	Hillsboro, N. C.
A.B., Taylor University, 1924.	
Thompson, Lacy Hunter	Harmony, N. C.
A.B., Asbury College, 1927.	
Washam, Conrad Cline	Davidson, N. C.
A.B., Duke University, 1930.	
Williams, Atticus Morris	Erwin, N. C.
B.S., North Carolina State College, 1921.	
Williams, Benjamin Truman	Ozark, Ark.
A.B., Hendrix-Henderson College, 1928.	
Wilson, Raymond	Kerrville, Tenn.
A.B., Lambuth College, 1929.	
Yountz, James Ernest	Charlotte, N. C.
A.B., Duke University, 1929.	

MIDDLE CLASS

Barbee, Carl Webster	Bahama, N. C.
B.S., Wake Forest College, 1927.	
Barnwell, Myrtle Carver	Coleridge, N. C.
A.B., Duke University, 1930.	
Boggs, Clyde Stewart	Hazard, Ky.
A.B., Kentucky Wesleyan College, 1930.	
Bowman, Clarice Margaret	Mount Airy, N. C.
A.B., Duke University, 1931.	
Brown, James Witt	Richmond, Va.
A.B., Randolph-Macon College, 1930.	
Darden, Robert Bright	Lawrenceville, Va.
A.B., Randolph-Macon College, 1926.	
Dean, William Eunice	Hanceville, Ala.
A.B., Birmingham-Southern College, 1930.	
Denton, Ernest Sigler	Henderson, Ky.
A.B., Kentucky Wesleyan College, 1930.	
Donald, Samuel Everett	Clifton Forge, Va.
A.B., Lynchburg College, 1931.	
Duffie, George Summers	Saluda, S. C.
A.B., Wofford College, 1930.	
Evans, Garfield	Graham, N. C.
A.B., Southern College, 1911.	
Faulk, Roland William	Gilbert, La.
A.B., Centenary College, 1930.	
Giessen, Charles Henry	England, Ark.
A.B., Hendrix-Henderson College, 1930.	
Goldston, Cleo Wade	Goldston, N. C.
A.B., University of North Carolina, 1930.	
Goodwin, Miriam Fuller	Morganton, N. C.
A.B., North Carolina College for Women, 1923.	
Groce, William Harold	Farmer, N. C.
A.B., Duke University, 1930.	
*Hardee, Robert Marion	Stem, N. C.
A.B., University of North Carolina, 1932.	

* The degree of Bachelor of Arts will be conferred in June, 1932.

Harrison, Eugene Myers	Florence, S. C.
A.B., Furman University, 1920.	
Th.B., Southern Baptist Theological Seminary, 1923.	
Hastings, Comer Henry	Memphis, Tenn.
A.B., Lambuth College, 1930.	
Hedden, Forrest Dearborn	Tampa, Fla.
A.B., Southern College, 1930.	
Hinson, Oded Isaiah	Durham, N. C.
A.B., Duke University, 1908.	
Hix, Clarence Eugene, Jr.	Durham, N. C.
A.B., Duke University, 1931.	
Holt, Doctor Dillon	Albemarle, N. C.
A.B., Duke University, 1927.	
Huckabee, Weyman Carlisle	Durham, N. C.
A.B., Duke University, 1926.	
Huffman, Norman Ara	Asheville, N. C.
A.B., Duke University, 1930.	
Jackson, Fynes Berty	Carrboro, N. C.
A.B., Emory and Henry College, 1930.	
James, Feltham Syreen	Sumter, S. C.
A.B., Wofford College, 1928.	
Lanier, Walter Lee	Norwood, N. C.
A.B., Duke University, 1930.	
Lineberger, James Worth	Rock Hill, S. C.
A.B., Wofford College, 1929.	
Lowell, Stanley	Hastings, Minn.
A.B., Asbury College, 1930.	
Maness, Madison Ward	Rowland, N. C.
A.B., Duke University, 1928.	
Montaz, Arthur Sigsmund	Raleigh, N. C.
Ph.B., University of Chicago, 1913.	
Pearce, Hubert Edward, Jr.	Clarendon, Ark.
A.B., Hendrix-Henderson College, 1930.	
Prentis, Robert Brown	Owensboro, Ky.
A.B., Kentucky Wesleyan College, 1930.	
Regan, James Robert	Elizabethtown, N. C.
A.B., Duke University, 1928.	
Robbins, Cecil Wayne	Shannon, Miss.
A.B., Birmingham-Southern College, 1930.	
Robinson, Harold Manson	Denver, N. C.
A.B., Duke University, 1931.	
Russell, Harrel McTeer	Lenoir City, Tenn.
A.B., Emory and Henry College, 1927.	
Shinn, Fred Harris	Concord, N. C.
A.B., Duke University, 1930.	
Smith, Charles Moody	Charlotte, N. C.
A.B., Duke University, 1930.	
Steele, Eva Belle	Catlett, Va.
B.S., Peabody College, 1928.	
Still, Joseph Ragsdale	Knoxville, Tenn.
A.B., Emory and Henry College, 1930.	
Tew, William Alton	Goldsboro, N. C.
A.B., Guilford College, 1930.	

Thrift, Charles Tinsley, Jr. A.B., Duke University, 1930.	Durham, N. C.
Tilley, Lester Archie A.B., Duke University, 1929.	Bynum, N. C.
Trammell, James Fletcher A.B., Southwestern University, 1930.	Ireland, Texas
Turner, Clarence Ambrose, Jr. A.B., William and Mary College, 1930.	Princeton, N. C.
Tuttle, Lee Foy A.B., Duke University, 1927.	High Point, N. C.
Vale, Charles Edward A.B., Duke University, 1931.	Hillsboro, N. C.
Whitehead, Talton Johnson A.B., High Point College, 1930.	Snow Camp, N. C.
Whitsett, Daniel Cleveland A.B., Birmingham-Southern College, 1930.	Mobile, Ala.
Wicker, Walton Crump A.B., University of North Carolina, 1916. A.M., Columbia University, 1920.	Elon College, N. C.
Wright, Esther Sayre A.B., Duke University, 1930.	Lexington, Va.
Young, James Doyne A.B., Lambuth College, 1930.	Lonoke, Ark.

JUNIOR CLASS

Adkins, Alfred Carl A.B., Kentucky Wesleyan College, 1928.	Louisville, Ky.
Anderson, Wilber Kenneth A.B., Asbury College, 1931.	Winfield, Kansas
Asher, William Lee A.B., Randolph-Macon College, 1931.	Richmond, Va.
Barnett, Lee Page A.B., Emory and Henry College, 1929.	Liberty, N. C.
Bell, Curtis Odell A.B., University of South Carolina, 1929.	Lancaster, S. C.
Blakemore, John Haywood A.B., University of Mississippi, 1931.	Corinth, Miss.
Boland, William Ray A.B., Southern College, 1931.	Winter Haven, Fla.
Bradley, Earle Loca A.B., Wake Forest College, 1930.	Spencer, N. C.
Cooley, William Frank A.B., Hendrix-Henderson College, 1931.	Blytheville, Ark.
Cousins, Reba Thurston A.B., Duke University, 1930.	Durham, N. C.
Crook, William Estes B.S., Missouri Teachers College, 1926.	Independence, Mo.
Gibbons, Kermit Field A.B., Southwestern University, 1931.	Hallettsville, Texas
Harmon, John Calvin, Jr. A.B., Duke University, 1931.	Bath, N. C.

Harrison, Russell Sage A.B., Duke University, 1931.	Pinetown, N. C.
Hawkins, Samuel Jackson A.B., Duke University, 1931.	Wilmington, N. C.
Johnson, Talmage Carey A.B., Furman University, 1917. A.M., Vanderbilt University, 1921.	High Point, N. C.
Joyce, Johnie Leroy A.B., Duke University, 1931.	Broadway, N. C.
Justus, John Henry A.B., Wofford College, 1931.	Woodford, S. C.
Kelley, Chelsea Homer A.B., Morris Harvey College, 1928.	Stem, N. C.
*Loftin, Floyd Fillmore A.B., Duke University.	Durham, N. C.
Madren, Silas Ernest A.B., Elon College, 1929.	Elon College, N. C.
Matheny, Rolla John A.B., Marietta College, 1930.	Parkersburg, W. Va.
McLarty, Emmett Kennedy, Jr. A.B., Duke University, 1931.	Charlotte, N. C.
Nicholson, Walter Staples A.B., Guilford College, 1907.	Guilford College, N. C.
Poole, Wiley Gordon A.B., Wake Forest College, 1931.	Neuse, N. C.
Pratt, Joseph Gaither A.B., Duke University, 1931.	Winston-Salem, N. C.
Sawada, Ryosoke A.B., Kwansei Gakuin, 1923.	Tokyo, Japan
Shewbert, John Edward, Jr. A.B., McMurry College, 1931.	Durham, N. C.
Spell, Herbert Lee A.B., Wofford College, 1931.	Smoaks, S. C.
Stokes, James Carlisle A.B., Asbury College, 1931.	Seoul, Korea
Swackhamer, Thomas Cecil A.B., Central College, 1931.	Urich, Mo.
Tarver, David Franklin A.B., Centenary College, 1927.	New Orleans, La.
Tuttle, Robert Gregory A.B., Duke University, 1928.	Leaksville, N. C.
Twitchell, Herman Martell A.B., Millsaps College, 1931.	Itta Bena, Miss.
Walston, Robert Edward A.B., Duke University, 1931.	Conetoe, N. C.
Warren, Millard Whitfield A.B., Duke University, 1931.	Henderson, N. C.
Weldon, Wilson Osbourne A.B., University of South Carolina, 1931.	Columbia, S. C.
White, Julian Eugene A.B., Randolph-Macon College, 1931.	Laurel, Md.

* The degree of Bachelor of Arts to be conferred in June, 1932.

Wiley, Edward Emerson	Abingdon, Va.
A.B., Emory and Henry College, 1931.	
Williamowsky, Chaim	Durham, N. C.
A.B., Jewish Rabbinical Seminary, 1913.	

SPECIAL STUDENTS

Coleman, Thomas Rupert	Durham, N. C.
A.B., Duke University, 1928.	
B.D., Duke University, 1931.	
Ward, James Ambrose	Dillon, S. C.
A.B., Wake Forest College, 1917.	
B.D., Crozer Theological Seminary, 1922.	

JUNALUSKA SCHOOL OF RELIGION

GRADUATE STUDENTS

Barnett, Lee Page	Liberty, N. C.
A.B., Emory and Henry College, 1929.	
Blakemore, John Haywood	Corinth, Miss.
A.B., University of Mississippi, 1931.	
Bishop, William Raymond	Nashville, Tenn.
A.B., Vanderbilt University, 1930.	
Brown, Cansau Delane	Eldorado, N. C.
A.B., Duke University, 1929.	
Brown, Mary Leola	Churchville, Va.
A.B., Mary Baldwin College, 1929.	
Clarke, Homer Palmore	Portsmouth, Va.
A.B., Tulsa University, 1918.	
B.D., Vanderbilt University.	
Donald, Samuel Everett	Clifton Forge, Va.
A.B., Lynchburg College, 1931.	
Edens, Lacy Thomas	Mt. Airy, N. C.
A.B., Duke University, 1924.	
Evans, Garfield	Graham, N. C.
A.B., Southern College, 1911.	
Grisham, Roy Arnold	Sardis, Miss.
A.B., Millsaps College, 1928.	
Holt, Doctor Dillon	Gibsonville, N. C.
A.B., Duke University, 1927.	
Jackson, Fynes Berty	Carrboro, N. C.
A.B., Emory and Henry College, 1930.	
Johnson, Roscoe Chesterman	Ferrum, Va.
A.B., Randolph-Macon College, 1925.	
Kiger, John Hubert	Maryville, Tenn.
A.B., Maryville College, 1919.	
Kilgore, John Benjamin	Van Wyck, S. C.
A.B., Newberry College, 1900.	
B.D., Vanderbilt University, 1908.	
McLester, Frances Cole	Nashville, Tenn.
B.S., Columbia University.	
A.M., Columbia University.	

Padgett, Helen Claire	Andalusia, Ala.
A.B., Womans College of Alabama, 1929.	
Sanford, Glenn Freeman	Conway, Ark.
A.B., Hendrix-Henderson College, 1924.	
Sanford, Marshall Stanfield	Parsons, Tenn.
A.B., Lambuth College, 1929.	
Suddath, Frank Keenan	Sianca Blanca, Texas
A.B., Emory and Henry College, 1917.	
M.A., Columbia University, 1924.	
Stillwell, Edgar Herman	Cullowhee, N. C.
B.S., Peabody College, 1919.	
Tillis, Mabel Aversa	Lakeland, Fla.
A.B., Southern College, 1930.	
Trigg, Philip Blaine	Artega, Fla.
A.B., Duke University, 1913.	
Tucker, Sarah Boyd	Farmville, Va.
A.B., Winthrop College.	
A.M., Columbia University, 1910.	
Tuttle, Mark Quarles	Cullowhee, N. C.
A.B., Duke University, 1923.	
Warren, Millard Whitfield	Henderson, N. C.
A.B., Duke University, 1931.	
Worley, Elbert Dayton	Abingdon, Va.
A.B., Emory University, 1915.	

UNDERGRADUATE STUDENTS

Barnes, Samuel I.	Mine Run, Va.
Carriger, John Pinkney	Morristown, Tenn.
Earnhardt, Mrs. D. E.	Henderson, N. C.
Fisher, Elene	Hazelwood, N. C.
Harper, Mrs. H. M.	Texarkana, Ark.
Jackson, Mrs. F. B.	Carrboro, N. C.
Johnson, John Norborne	Waynesville, N. C.
Jones, Edward H.	Auburn, Ala.
Lance, Mrs. Helen Earnhardt	Milton, N. C.
Lawrence, Daniel Charles	Sanford, N. C.
McCracken, Sarah Katherine	Washington, N. C.
Rogers, Frank Lee	Waynesville, N. C.
Stewart, J. L.	Charlotte, N. C.

BULLETIN OF DUKE UNIVERSITY

Vol. 34

APRIL, 1932

No. 4

DEPARTMENTS OF ENGINEERING
(Trinity College)



1931-1932

ANNOUNCEMENTS FOR 1932-1933

PUBLISHED BY DUKE UNIVERSITY

IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE

ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.

UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

FOR BULLETIN OF UNDERGRADUATE INSTRUCTION, apply to *The Secretary*, Duke University, Durham, N. C.

FOR GENERAL BULLETIN of Duke University, apply to *The Secretary*, Duke University, Durham, N. C.

FOR BULLETIN OF THE GRADUATE SCHOOL OF ARTS AND SCIENCES, apply to *The Dean of the Graduate School*, Duke University, Durham, N. C.

FOR BULLETIN OF THE DEPARTMENTS OF ENGINEERING, apply to *The Secretary*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF LAW, apply to *The Dean of the School of Law*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF MEDICINE, apply to *The Dean of the School of Medicine*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF NURSING, apply to *The Dean of the School of Nursing*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SCHOOL OF RELIGION, apply to *The Registrar of the School of Religion*, Duke University, Durham, N. C.

FOR BULLETIN OF THE SUMMER SCHOOLS, apply to *The Director of the Summer Schools*, Duke University, Durham, N. C.

DUKE UNIVERSITY



DEPARTMENTS OF ENGINEERING
(Trinity College)

1931-1932

ANNOUNCEMENTS FOR 1932-1933

DURHAM, NORTH CAROLINA

1932

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UNIVERSITY CALENDAR

1932	
June	13. Monday—Registration of students for Summer School, first term.
June	14. Tuesday—Instruction begins for Summer School, first term.
July	4. Monday—Independence Day—A holiday.
July	21-22. Thursday, Friday—Final Examination for Summer School, first term.
July	22. Friday—Registration of students for Summer School, second term.
July	23. Saturday—Instruction begins for Summer School, second term.
Aug.	30-31. Tuesday, Wednesday—Final Examinations for Summer School, second term.
Sept.	15. Thursday, 9 A.M.—Dormitories open to freshmen.
Sept.	15. Thursday, 7 P.M.—Assembly for all entering freshmen. Freshmen orientation program begins.
Sept.	17. Saturday, 4 P.M.—First regular faculty meeting of the academic year.
Sept.	19. Monday, 5 P.M.—First regular meeting of the Freshman Faculty.
Sept.	20. Tuesday—Freshman instruction begins.
Sept.	20. Tuesday—Registration and matriculation of new students with advanced standing.
Sept.	21. Wednesday, 9 A.M.—Formal opening of college. Registration of matriculated students.
Sept.	22. Thursday—Instruction for sophomores, juniors, and seniors begins.
Sept. 22, 23, 24.	Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students.
Nov.	11. Friday—Armistice Day—Part holiday—Public exercises.
Nov.	24. Thursday—Thanksgiving Day—A holiday.
Dec.	12. Monday—Duke University Day—Not a holiday.
Dec.	17. Saturday, 1 P.M.—Christmas recess begins.
1933	
Jan.	3. Tuesday, 8:30 A.M.—Instruction is resumed.
Jan.	21. Saturday—Mid-year examination begins.

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|-------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan. | 31. | Tuesday—Last day for matriculation for second semester. |
| Feb. | 1. | Wednesday—Second semester begins. |
| Feb. | 1. | Wednesday—Last day for submitting subjects for graduating orations. |
| Feb. | 22. | Wednesday—A holiday—Civic celebration in honor of Washington's birthday. |
| Mar. | 30. | Thursday—Last day for submitting orations for Wiley Gray Contest. |
| April | 13. | Thursday, 4 P.M.—Easter recess begins. |
| April | 18. | Tuesday, 8:30 A.M.—Instruction is resumed. |
| April | 29. | Saturday—Last day for selection of courses for ensuing year. |
| May | 26. | Friday—Final examinations begin. |
| June | 4. | Sunday—President's address to graduating class. |
| June | 5. | Monday—Annual meeting of the Board of Trustees. |
| June | 5. | Monday—Annual meeting of the Alumni and Alumnae Councils. |
| June | 5. | Monday evening—Graduating orations. |
| June | 6. | Tuesday morning—Commencement sermon. |
| June | 6. | Tuesday—Alumni Day—Class Reunions.
Afternoon—Alumni Address—meeting of the Alumni Association.
Afternoon—Alumnae Address—meeting of the Alumnae Association. |
| June | 6. | Tuesday evening—Reception in honor of the graduating class. |
| June | 7. | Wednesday morning—Commencement address; graduating exercises. |
| June | 7. | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class. |

ADMINISTRATIVE OFFICERS

- WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D., Litt.D.
President of the University Duke University West Campus
- ROBERT LEE FLOWERS, A.M., LL.D. Duke University West Campus
Secretary and Treasurer of the University
- WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.
Dean of the University Duke University West Campus
- WALTER KIRKLAND GREENE, A.B., A.M., Ph.D.
Dean of Undergraduate Instruction Duke University West Campus
- HERBERT JAMES HERRING, A.B., A.M. Ambassador Apartments
Assistant Dean of Trinity College
- DEAN MOXLEY ARNOLD, B.S., A.M. House H, 101 West Campus
Assistant Dean of Trinity College
-

INSTRUCTIONAL STAFF

- HAROLD CRUSIUS BIRD, Ph.B., C.E. 1306 Mangum St.
Professor of Civil Engineering,
Head of Department of Civil and Mechanical Engineering
- WILLIAM JAY DANA, B.S. in M.E., M.E.
Professor of Mechanical Engineering
- WILLIAM HOLLAND HALL, A.B., A.M., B.C.E., M.S.C.E.
Professor of Engineering Faculty Club, East Campus
- SAMUEL RAYMOND SCHEALER, E.E., M.S. Hope Valley
Professor of Electrical Engineering,
Head of Department of Electrical Engineering
- WALTER JAMES SEELEY, E.E., M.S. 1007 Urban Ave.
Professor of Electrical Engineering
- ROBERT HENRY GATLIN, B.S. in C.E. 1010 Minerva Ave.
Instructor in Civil Engineering
- RALPH THOMPSON MATHEWS, B.S. 216 Faculty Apts., East Campus
Instructor in Mechanical Engineering
-

- WILLIAM WHITFIELD ELLIOTT, B.A., M.A., Ph.D.
Professor of Mathematics Faculty Club, East Campus
- CHARLES CLEVELAND HATLEY, A.B., A.M., Ph.D.
Professor of Physics 708 Buchanan Boulevard

- CALVIN BRYCE HOOVER, A.B., Ph.D. 2413 Club Boulevard
Professor of Economics
- ARCHIBALD CURRIE JORDAN, A.B., A.M. Faculty Club, East Campus
Assistant Professor of English
- FRANK KIRBY MITCHELL, A.B., A.M. 1008 W. Trinity Ave.
Associate Professor of English
- KARL BACHMAN PATTERSON, A.B., A.M. 1024 Monmouth Ave.
Assistant Professor of Mathematics
- JOHN HERMAN SHIELDS, A.B., A.M. Faculty Club, East Campus
Assistant Professor of Accounting
- ROBERT NORTH WILSON, A.B., M.S. 822 Third St.
Professor of Chemistry
- FRANCIS GEORGE DRESSEL, B.S., M.S. House O, 209 Kilgo Quadrangle
Instructor in Mathematics
Assisted by members of general faculty, listed in General Bulletin.

ENGINEERING COURSES OFFERED

GENERAL STATEMENT

Duke University through the departments of engineering of Trinity College offers standard four-year courses in civil and electrical engineering, and is developing a course in mechanical engineering to which freshmen, sophomores and juniors will be admitted in 1932.

The University is well situated to offer courses in these departments. The South, and in particular the Piedmont section of North Carolina, is experiencing unusual industrial development, with many industries from the North being moved to this section because of the cheap and abundant hydro-electric power. North Carolina's progress in building excellent highway systems, in erecting large hotels and office buildings, in city planning, in installing new municipal water and sewerage systems, and especially, in developing its water power resources, is known throughout the country.

Along with this development, Duke University—through the great foundation set up by Mr. James B. Duke in 1924—has expanded from a relatively small college into a rapidly growing university. The Departments of Engineering occupy Asbury and Bivins Halls on the East Campus, apart from the Woman's College. The Asbury Building is a three-story building, dignified by the architecture of the Old South, of faced brick, trimmed with granite, and roofed with slate. Bivins Hall is a two-story brick building, adjacent to the Asbury Building.

The James H. Southgate Memorial Building, completed in 1921, has been set aside for the housing of engineering students. This building is constructed of white pressed brick and is roofed with green tile. It is three stories high and has a frontage of one hundred and eighty-one feet with two wings of one hundred and twenty-four feet in length. The first floor contains social rooms, recitation rooms, gymnasium, dining room, and kitchen. The upper floors are used for dormitory purposes and have all conveniences. Meals are provided in this building at the same rate which prevails at the other University dining halls.

The entire curricula in civil, electrical, and mechanical engi-

neering conform very closely to the standards set up by the Society for the Promotion of Engineering Education. The fundamentals of all engineering, such as English, mathematics, chemistry, physics, drawing, mechanics, strength of materials, and hydraulics are emphasized. About forty semester-hours are devoted to the major engineering group. The need for engineers to fill administrative positions is recognized by giving the student opportunity to elect subjects in the department of economics and business administration. The curriculum has been planned to prepare men for professional work in civil, electrical, and mechanical engineering—especially design and construction. The rigorous training of an engineering curriculum with proper courses in the department of business administration, affords an excellent preparation for business where men with the engineering type of training are required.

The members of the instructional staff were chosen particularly for their ability to teach. Instruction is given in small sections, insuring personal attention. The laboratory is used to supplement the class-room, and at present the same instructor carries his class through both the class-room and laboratory work, which is possible only where the classes are limited in size.

Engineering students are in every sense a part of the student body of Duke University, enjoying the general advantages of the University and being subject to the general rules and regulations.

Selection of engineering students will be made on the basis of character, high-school record, and results of placement tests held during Freshman Week. Candidates for the engineering courses should review *their mathematics* before taking these tests.

EQUIPMENT

The Civil Engineering Laboratories are located in Asbury and Bivins Halls.

The Testing Materials Laboratory equipment includes a 50,000 pound universal testing machine with extensometer, shearing tool, and other attachments for making tensile, compressive, and transverse tests on steel, wood, and concrete; a 200,000 pound hydraulic press for use in compression; lathe and necessary small tools for preparing specimens. For the

testing of cement, fine and coarse aggregates, there are available a 1,000 pound automatic shot testing machine, flow table, Ro-Tap sieve shaker, slump cones, LeChatelier specific gravity flasks, Vicat and Gillmore needles, platform scales, fineness scales, standard sieves, unit weight measures, hot plate, molds, moist closet, steaming apparatus, immersion tanks, and other necessary supplies for making all the standard tests.

The Highway Laboratory includes an abrasion machine, diamond core drill, diamond saw and grinding lap, and an impact machine for the testing of non-bituminous materials. For the testing of bituminous materials the equipment includes a centrifugal extractor, one hot extractor, one ductility machine, penetrometer, flash point tester, ring and ball melting point apparatus, viscosimeters, specific gravity flasks, hydrometers, float test apparatus, Hubbard stability machine, and light equipment for carrying out the standard tests on asphalts and tars.

The Sanitary Laboratory, completed in the spring of 1931, contains equipment for performing the standard physical, chemical, bacteriological, and microscopic tests as outlined by the American Public Health Association. Price and Ott current meters for steam gaging are also part of the equipment of this laboratory.

The surveying equipment, most of which has been purchased since 1927, includes 1 precise theodolite, 1 precise level, eleven transits, sixteen wye and dumpy levels, three plane table outfits with telescopic alidades, traverse boards, solar attachment, sextant, compasses, surveying barometer, and light equipment, such as stadia and level rods, range poles, tapes, hand levels, abney levels, and clinometer. The equipment has been purchased from all the well-known manufacturers so that the students may become familiar with various types of instruments.

The calculation room contains various types of stadia slide rules, a Thatcher and a Winslow slide rule, and an electric calculating machine.

For the solution of indeterminate structures the department has a large-sized Begg's Deformeter.

Three well-lighted Drawing Rooms with 3,900 square feet of floor space and equipped with up-to-date furniture, models,

universal drafting machines, planimeters, etc., are located in the Asbury Building.

The Electrical Engineering Machinery Laboratory, located in the basement of Asbury Building, receives its electric power from the Duke Power Company over a 2300 volt, 60 cycle, three-phase line. The laboratory equipment includes a 17½ K.W., A.C. to D.C. motor-generator set for supplying the laboratory with direct current, four direct connected D.C. to D.C. motor-generator sets, two D.C. to A.C. belted sets, a G.E. sine wave motor-generator set, a Westinghouse phase displacement dynamometer, a General Electric type A.C.P.C. synchronous converter, for one-, two-, three-, or six-phase operation, a self-starting, single-phase battery charging converter, numerous single-phase constant potential transformers, a three-phase transformer, a constant current transformer equipped with a typical load of series street lamps, a three-phase induction regulator, numerous loading devices both electrical and mechanical, and a number of miscellaneous D.C. and A.C. motors and generators. In addition the equipment includes a complete line of measuring instruments for general testing purposes and two oscillographs for viewing and photographing wave forms.

The High-Frequency Laboratory, also located in Asbury Building, contains complete apparatus for carrying out all kinds of experiments at both audio and radio frequencies. The audio-frequency equipment includes a 200-mile open-wire artificial telephone line, a vacuum tube amplifier-milliammeter-voltmeter, vacuum-tube oscillators calibrated for frequencies ranging from 60 to 75,000 cycles per second, a 1,000-cycle motor-generator, a direct reading frequency meter reading from 20 to 20,000 cycles per second, impedance bridges for both audio and intermediate frequencies, standards of resistance, inductance, and capacitance, filters, a high quality amplifier, a power amplifier, loud speakers, and other instruments for general test purposes. The radio-frequency equipment consists of a short wave receiver, broadcast receiver, precision wave-meter, Shaw recorder, thermocouples for current and voltage determinations, condensers, inductors, and meters. Radio Station W4AHY, consisting of a 75-watt, crystal-controlled transmitter is included in the equipment of this laboratory.

The Electrical Circuits Laboratory is equipped with all nec-

essary apparatus and instruments for carrying out experiments on electric and magnetic circuits. This laboratory is used by the junior class in connection with course 151-152.

The Mechanical Engineering Laboratories are being developed so that ample equipment will be provided for the various courses as given.

The Heat Engineering Laboratory equipment includes a 7 x 8 horizontal automatic self-oiling Troy steam engine, a 7 x 8 vertical throttling governor Wachs steam engine, model A Ford engine and brake dynamometer set, flow of steam apparatus, small Worthington reciprocating pump, steam injector and steam syphon. The testing instruments for this laboratory consist of two Maihak indicators, Brown electric flow meter, General Electric flow meters, steam calorimeters, American gauge tester, tachometers, Prony brakes, planimeters, scales, steam gauges, thermometers, barometers, etc.

The Coal, Oil and Gas Testing Laboratory includes an Emerson adiabatic oxygen bomb calorimeter, electric furnace equipped with a Brown electric pyrometer, analytic scales, moisture oven, coal grinder, Saybolt viscosimeter; carbon residue, flash and fire, cloud and pour, and specific gravity apparatus; flue gas analyzer, and a Hays carbon dioxide recorder. In this laboratory, the coal used in both University heating plants is tested.

Close coöperation with the two heating plants, the ice plants, and other University mechanical equipment, affords exceptional opportunities to the students in Mechanical Engineering.

The Engineering Departmental Library of approximately one thousand volumes of modern engineering texts, in addition to approximately five hundred bound volumes of periodicals, supplemented by the main University Library, offers ample opportunity for reference. With generous annual appropriations this library is rapidly expanding to provide for research requirements.

ADMISSION TO COLLEGE

GENERAL REGULATIONS

Admission to the Engineering Departments of Duke University is on a selective basis, dependent upon the ability, attainments, and character of the applicant. No student is admitted until the Council on Admissions has received for him a scholastic record from school or college, a certificate of vaccination and of good health, and satisfactory evidence of good character and ability. A personal interview with each applicant is regarded as desirable. This is of advantage not only to the Council but also to the applicant, since it enables him to acquaint himself to some extent with the University and to discuss possible courses of study.

Certain days are announced in the University Calendar each year for the registration, classification, and sectioning of students. Those students who are admitted later than the dates announced must pay to the Treasurer five dollars additional for the privilege of matriculation.

Since the enrollment in the undergraduate colleges is limited, an early application is desirable. Application blanks will be sent upon request, and they should be returned as soon as possible.

All correspondence relating to admission of men should be addressed to the Secretary of Duke University, Duke Station, Durham, N. C.

ADMISSION TO ENGINEERING COURSES

An applicant for admission to the freshman class in engineering must have completed at least fifteen units of preparatory work, partly in required and partly in elective subjects. A unit represents a year of work in a subject in an accredited secondary school, provided the work done in that subject is approximately one-fourth of the annual amount of work regularly required in the school.

The subjects in which this credit may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

UNITS		UNITS	
English	4	Botany	1
Latin	4	Zoölogy	1
Greek	3	General Biology	1
German	3	Physical Geography	1
French	3	General Science	1
Spanish	3	Agriculture	2
Mathematics	4	Mechanical Drawing	2
History and Civics	4	Woodwork, Forging, and	
Physics	1	Machine Work	2
Chemistry	1	Household Economics	2
		Commercial Subjects	3

For a detailed explanation of the units in the table above, see the definitions as set forth by the Southern Association of Colleges and Secondary Schools and other Regional Associations.

ADMISSION BY CERTIFICATE

Applicants able to submit certificates of proficiency from accredited schools in subjects accepted for admission to the freshman class will be admitted without examination. These certificates must be properly made out on the regular blanks furnished by the University, signed by the principal of the school from which the applicant comes, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes.

At least nine and one-half of the fifteen units required for admission must come from the following:

Required Units

English	3 units
German or French or Latin	2 units
Physics or Chemistry (required Sept. 1932 and after)	1 unit
History	1 unit
*Algebra	1½ or 2 units
Plane Geometry	1 unit

Elective Units

In addition to the above required units, sufficient elective units must be offered to make a total of fifteen. It is recommended that these electives be chosen from the following list:

*Algebra (College Board "B")	½ unit
Solid Geometry	½ unit

* Examination required to validate offering.

*Trigonometry	½unit
†German or French or Latin or Spanish or Greek..	1 to 4 units
History or Civics (not the required unit).....	1 to 3 units
Physics or Chemistry or Biology (not the required unit)	1 to 2 units

Due to lack of uniformity in various states as to the subject matter covered by the various units in algebra and the consequent variation in the work done by freshmen in advanced algebra, it has become necessary to adopt the College Entrance Examination Board's definition of these units and to require each prospective student to take a placement examination in algebra during Freshman Week. Students who validate by examination one and one-half units (algebra through quadratics, binominal theorem and progressions) which are offered for admission or two units (algebra through quadratics, binominal theorem, progressions, simultaneous equations in three unknowns, graphs, exponents, and radicals, and logarithms) will be placed in Mathematics 9-10 (5 hours a week, each semester). Those who validate by examination only one unit of the offering in algebra (*i.e.*, to quadratics) will be placed in Mathematics 11-12 (6 hours a week, each semester). Those who do not validate by examination at least one unit of their offering in algebra will not be allowed to pursue a course in engineering. Certificates from the College Entrance Examination Board (431 W. 117th Street, New York) will be accepted in lieu of the placement examination. Prospective students may gain a general idea of the type of examination to be given here from old examinations of the College Board published by Ginn and Company, New York.

ADMISSION BY EXAMINATION

Students who present fifteen units for admission from schools not accredited by the University, and students who present the proper units but whose grades are not acceptable are required to validate their units by entrance examinations in English and in mathematics and such other tests as the Univer-

† One elective unit in any of the above languages will be accepted for admission provided the language requirement has been satisfied without it. As many as four units will be accepted in any one of these languages.

sity may prescribe, including the test required by the North Carolina College Conference.

Students who have not the required units in English or in mathematics but who are otherwise acceptable must, before admission, clear this deficiency by entrance examinations.

ADMISSION TO ADVANCED STANDING

Students may be admitted to advanced standing from other approved institutions under the following conditions: All applicants must have fulfilled the equivalent of the requirements for admission to the freshman class, must present official certificates of all work done in other institutions, and have honorable dismissal from the institutions they previously attended.

Applicants for advanced standing should present, so far as possible, subjects corresponding to those required at Duke University. Students admitted to advanced standing may not during their first semester elect more than the minimum number of hours required of the class which they enter except by permission of the Dean. Further, in addition to other requirements, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of work approved for seniors, with an average grade of "C," is required of all candidates for the bachelor's degree.

Students who have transferred from other colleges must, in order to make their provisional classification final, pass during their first year of residence not less than the equivalent of four year courses with an average grade of "C" or higher.

The date for the registration and classification of students with advanced standing from other institutions is announced in the University Calendar. Students who are admitted later than this date are required to pay to the Treasurer five dollars additional for the privilege of matriculating.

FRESHMAN WEEK

The week immediately preceding the opening of college is set aside for the induction of freshmen. During this period health examinations, psychological tests, and placement tests are given, on the basis of which freshmen are sectioned in English, mathematics, and foreign languages. The freshmen are di-

vided into groups for instruction in the use of the library, in the regulations of the student body, and in all matters pertaining to the adjustment of the individual to a new environment. Attendance upon these exercises is required of all freshmen.

SPECIAL STUDENTS

Students of mature age not fully prepared to enter the freshman class may be admitted as special students and allowed to enroll for such work as they are prepared to carry. Further, they are required to take fifteen hours of class work a week.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GENERAL STATEMENT

The studies for the degree of bachelor of science in civil, electrical, or mechanical engineering are designed for students who are preparing for civil, electrical, or mechanical engineering, as a profession, and lead to the following degrees: B.S. in C.E., B.S. in E.E., and B.S. in M.E.

Each of these degrees requires one hundred and thirty-eight semester-hours of work of which one hundred and twenty-two must be completed with an average grade of "C." Six semester-hours of electives must be taken in the department of economics and political science and six semester-hours in religion. If a foreign language is elected, it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

Prospective students in engineering should note that immediately after the final freshman examinations in May or June they are required to attend a three-weeks' course in plane surveying given under the direction of the Summer School.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GROUP I

CIVIL ENGINEERING

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
	S.H.		S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 2-6	3
Physical Education	—	Physical Education	—
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Mathematics 55	4	Mathematics 100	4
Physics 61	5	Physics 62	5
Surveying 11	2	Mechanics 8	5
Highways 15	3	Elective (Restricted)	3
Elective (Restricted)	3	Physical Education	—
Physical Education	—		17
	17		

Junior Year

Strength of Materials 107	4	Hydraulics 108	4
Curves and Earthwork 113	2	Curves and Earthwork 114	2
Structures 131	4	Structures 132	4
Highways 117	2	Materials 118	2
Engineering, Elective	3	Engineering, Elective	3
Elective	3	Elective	3
	—		—
	18		18

Senior Year

Hydraulic Eng. 123	4	Hydraulic Eng. 124	4
Concrete 133	3	Concrete 134	3
Railroads 119	3	Railroads 120	2
Seminar 137	1	Astronomy 112	2
Electives	6	Seminar 138	1
	—	Electives	6
	17		—
			18

GROUP II

ELECTRICAL ENGINEERING

Freshman Year

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 4-6	3
Physical Education	—	Physical Education	—
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Physics 61	5	Physics 62	5
Mathematics 55	4	Mathematics 100	4
Steam Engineering 85	2	Mechanics 8	5
Mechanism 81	2	Elective (Restricted)	3
Elective (Restricted)	3	Physical Education	—
Physical Education	—		17
	16		

Junior Year

Prin. of Elec. Eng. 151	4	Prin. of Elec. Eng. 152	4
Strength of Materials 107	4	Hydraulics 108	4
Differ. Equations 231	3	Elec. Measurements 102	3
Heat Eng. 187	3	Heat Eng. 188	3
M. E. Lab. 199	1	M. E. Lab. 200	1
Elective	3	Elective	3
	—		—
	18		18

Senior Year

Adv. D. C. Mach. 155	3	Alt. Cur. Machinery 258	6
Adv. Alter. Currents 257	3	Elec. Power Stations 158	3
Elec. Power Transmission 159	3	High Freq. Currents 262	3
High Freq. Currents 261	3	Electives	6
Electives	6		—
	—		18
	18		

GROUP III MECHANICAL ENGINEERING

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
	S.H.		S.H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 4-6	3
Physical Education		Physical Education	
	<hr/> 15		<hr/> 15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Mathematics 55	4	Mathematics 100	4
Physics 61	5	Physics 62	5
Mechanism 81	2	Mechanics 8	5
Steam Engineering 85	2	Constructive Processes 80	1
Constructive Processes 79	1	Elective (Restricted)	3
Elective (Restricted)	3	Physical Education	
Physical Education			<hr/> 18
	<hr/> 17		

Junior Year

Strength of Materials 107	4	Hydraulics 108	4
Machine Design 183	3	Machine Design 184	3
Heat Engineering 187	3	Heat Engineering 188	3
M. E. Laboratory 189	2	M. E. Laboratory 190	2
Electrical Engineering 153	3	Electrical Engineering 154	3
Elective	3	Elective	3
	<hr/> 18		<hr/> 18

Senior Year†

Power Plants 191	3	Power Plants 192	3
M. E. Laboratory 193	2	M. E. Laboratory 194	2
Heating and Ventilation 195	3	Refrigeration 196	3
Aeronautics 197	3	Inter. Combust. Engines 198	3
Electives	6	Electives	6
	<hr/> 17		<hr/> 17

† Will be offered in 1933-1934.

COURSES OF INSTRUCTION

NOTE: Courses primarily for freshmen and sophomores are numbered from 1 to 99; those primarily for juniors and seniors from 100 to 199; those primarily for seniors and graduates from 200 to 299. The amount of credit for each course is given in semester-hours following the description of the course.

The designation (w) or (E) indicates that the course is to be given on the West Campus or on the East Campus. The designation (w & E) indicates that the course will be given on each campus.

Odd-numbered courses are offered in the fall semester and even-numbered courses are offered in the spring semester. Double numbers indicate that the course is a year course and must be continued throughout the year if credit is received.

DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING

ASBURY AND BIVINS BUILDINGS

PROFESSORS BIRD, HALL, AND DANA; MESSRS. MATHEWS AND GATLIN

DRAWING

1. Engineering Drawing.—Orthographic projection, lettering, pictorial representation, developments, intersections, use of universal drafting machine. **2 s.h. (E)** STAFF

2. Engineering Drawing.—For students in civil engineering and forestry. Methods of plotting, topographic symbols, simple structures in wood and steel. Prerequisite, course 1. **2 s.h. (E)** STAFF

4. Engineering Drawing.—For students in electrical and mechanical engineering. Elementary machine drawing. Prerequisite, course 1. **2 s.h. (E)** STAFF

5-6. Descriptive Geometry.—Problems relating to point, line, plane, and solid. Concurrent with courses 1 and 2-4. No credit given unless taken for two semesters. **2 s.h. (E)** STAFF

MECHANICS

8. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, and momentum. Prerequisite, course 1, Mathematics 55. **5 s.h. (E)** PROFESSOR BIRD AND MR. GATLIN

107. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, course 8. **4 s.h. (E)**

PROFESSOR BIRD AND MR. GATLIN

108. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 8. **4 s.h.** (E) PROFESSOR HALL

CIVIL ENGINEERING

10. Plane Surveying.—Use of instruments; transit, stadia, compass and plane table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. Nine hours a day, three weeks, Summer School. Prerequisite, course 1, Trigonometry. **3 s.h.** (E)

For fee of this course, see bulletin of the Summer School.

PROFESSORS BIRD AND HALL AND MR. GATLIN

11. Higher Surveying.—Care and adjustment of instruments; topographical surveying; surveys and resurveys; laying out and division of land; Public Land system; further calculations, omitted measurements, areas by double longitude; quantities from profiles and cross sections. Prerequisite, course 10. **2 s.h.** (E) PROFESSOR HALL

110. Plane Surveying.—Similar to course 10 but especially arranged for students in forestry. Nine hours a day, three weeks, Summer School. Prerequisite, Engineering Drawing and Trigonometry. **3 s.h.**

PROFESSORS BIRD AND HALL AND MR. GATLIN

111. Higher Surveying.—For students in forestry. In addition to the ground covered in course 11, the field work includes a more thorough drill in the use of the Beaman stadia arc and the topographic abney level and trailer tape while more attention is given to the preparation of finished maps in the office work. Nine hours a day, three weeks, Summer School. Prerequisite, course 10 or 110. **3 s.h.**

PROFESSOR BIRD OR HALL

[Not offered in 1932-1933]

112. Field Astronomy.—Determination of latitude, time, and azimuth by observation on sun and stars; use of precise transit, solar attachment, and sextant. Prerequisite, course 11. **2 s.h.** (E) PROFESSOR HALL

113-114. Curves and Earthwork.—Highways—Thorough drill in the calculation and laying out of simple, compound and easement curves, widening of curves, vertical curves, setting slope stakes, ordinary earthwork computations, and mass diagrams. Prerequisite, course 10. **4 s.h.** (E)

PROFESSOR HALL

15. Highway Engineering.—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. **3 s.h.** (E)

PROFESSOR HALL

117. Highway Engineering.—Standard tests of stone, gravel, and bituminous materials. Prerequisite, course 15. **2 s.h.** (E)

PROFESSOR HALL

118. Materials of Engineering.—Study and testing of materials other than those taken up in course 117. **2 s.h.** (E) MR. GATLIN

119-120. Railroad Engineering.—Differences between highway and railway practice affecting curves and earthwork. A. R. E. A. transition curve, frogs, switches, and crossings. Preliminary and location survey of a railway of sufficient length to secure familiarity with methods of actual practice. Paper location made with estimate of cost. Construction and maintenance of track and trackwork, economics, and operating conditions affecting location. Prerequisite, course 113-114. **5 s.h.** (E)

PROFESSOR BIRD

123-124. Hydraulic Engineering.—

(a) Hydrology—Factors affecting precipitation, evaporation from land and water surfaces; relation of precipitation to run-off; estimating run-off; floods and flood flows. Stream gauging.

(b) Public Water Supply—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution of water. Standard laboratory tests for the chemical and bacteriological examination of water.

(c) Sewerage—Sewerage systems, rainfall and storm water flow, sizes of storm and sanitary sewers, sewage disposal. Standard laboratory tests of sewage. Prerequisite, course 108 **8 s.h.** (E)

PROFESSOR HALL

131. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges, including sub-divided panels, wind bracing. Prerequisite, course 8. **4 s.h.** (E) PROFESSOR BIRD

132. Steel Structures—Design.—Built beams, plate girders, tension members, compression members, tension and compression members, end posts, stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 107, 131. **4 s.h.** (E) PROFESSOR BIRD

133. Reinforced Concrete.—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, course 107. **3 s.h.** (E)

PROFESSOR BIRD

134. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisites, courses 107, 133. **3 s.h.** (E)

PROFESSOR BIRD

137-138. Seminar.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. **2 s.h.** (E) PROFESSORS BIRD AND HALL

142. Engineering Geology.—An elementary course particularly arranged for civil engineering students. **3 s.h.** MR. GATLIN

240. Indeterminate Structures.—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deformeter. Prerequisite, course 131 and ability to read French. **3 s.h.** (E) PROFESSOR BIRD

MECHANICAL ENGINEERING

79-80. Constructive Processes.—Recitation course covering general processes in foundry, forge, and machine shop. Trips to neighboring shops are made. **2 s.h. (E)** MR. MATHEWS

81. Mechanism.—Displacement, velocity, and acceleration diagrams. Particular attention is given to gearing, cams, trains of mechanisms, belts, and link work. **2 s.h. (E)** MR. MATHEWS

85. Steam Engineering.—Elementary principles of boilers, engines, turbines, and auxiliaries; properties of steam, fuels, and combustion. **2 s.h. (E)** MR. MATHEWS

183-184. Machine Design.—Friction, lubrication, bearings, shafts, springs, pressure vessels, fastenings, gears, belting, friction clutches, and fly-wheels. Application of the above to proportioning parts of several complete machines. **6 s.h.** PROFESSOR DANA

187-188. Heat Engineering.—Properties and thermodynamics processes of gases and vapors; cycles; efficiencies and performances of heat engines. **6 s.h. (E)** PROFESSOR DANA AND MR. MATHEWS

189-190. Junior Mechanical Engineering Laboratory.—Open only to mechanical engineering students. Use of steam and fuel calorimeters; gas analysis; oil testing; measurement of steam and air flow; tests on steam, oil, and internal combustion engines and boilers. **4 s.h.**

PROFESSOR DANA

199-200. Junior Mechanical Engineering Laboratory.—Open only to civil and electrical engineering students who have elected courses 187-188. **2 s.h. (E)** MR. MATHEWS

DEPARTMENT OF ELECTRICAL ENGINEERING

ASBURY BUILDING

PROFESSORS SCHEALER AND SEELEY

151-152. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations and laboratory covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. One three-hour period in the laboratory per week is included in this course. Prerequisites, Physics 61-62. Mathematics 55, 100, and 231 (taken concurrently). **8 s.h. (E)**

PROFESSOR SEELEY

153-154. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations and laboratory covering the principles of direct and alternating current machinery, and their applications, designed especially for students in civil and mechanical engineering. This course includes one three-hour period in the electrical machinery laboratory per week. Prerequisite, Physics 61-62. **6 s.h. (E)** PROFESSOR SCHEALER

155. Principles of Electrical Engineering: Advanced Direct-Current Machinery. A study of the principles which underlie the design and operation of all types of direct current machinery. This course includes one three-hour period in the electrical machinery laboratory per week. Prerequisites, courses 151-152, Mathematics 55, 100. **3 s.h. (E)** PROFESSOR SCHEALER

156. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Elective. Prerequisites, courses 151-152, 155. **3 s.h. (E)**
PROFESSOR SCHEALER

158. Electric-Power Stations.—A course of lectures and recitations pertaining to the design, construction, and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered-fuel and stoker equipment; switchboards; instruments relays and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152, 187-188. **3 s.h. (E)**
PROFESSOR SCHEALER

159. Electric-Power Transmission.—A course of lecture and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problems. Concurrent with course 257. Prerequisite, course 151-152. **3 s.h. (E)**
PROFESSOR SEELEY

257. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course, 151-152, Mathematics 55, 100, 231. **3 s.h. (E)**
PROFESSOR SCHEALER

258. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase induction motors, and single-phase induction, series, and repulsion motors. Prerequisite, course 257. **6 s.h. (E)**
PROFESSOR SCHEALER

261-262. High-Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum-tube circuits, wire and wireless-telephone circuits. Prerequisite, Mathematics 231. **6 s.h. (E)**
PROFESSOR SEELEY

263-264. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering, with an introduction to the use of operational calculus as applied to electrical circuits. Elective. Prerequisites, courses 151-152, Mathematics 231. **6 s.h. (E)**
PROFESSOR SEELEY

REQUIRED NON-ENGINEERING SUBJECTS

1-2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One lecture, two recitations, and three laboratory hours, throughout the year. **8 s.h.** (W & E) STAFF

1-2. English Composition and English Poetry.—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. **6 s.h.**

Students who fail to earn an average grade of "C" on the work of both semesters are required to complete English 3. Those who do not earn a grade of "D" during the first semester are required to continue the study of composition during the second semester; if they earn a grade of "D" or more at the end of the second semester, they receive credit for the first half-year of work, and during their sophomore year they are required to complete English 2 and 3. Students whose grades for both semesters fall below "D" must repeat the entire course during their second year. (W & E)

ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS PATTON,
VANCE, AND GOHDES***; MESSRS. WARD, GREGORY, SUGDEN,
ANDERSON, AND HOFFMAN; MRS. WHITE

3. English Composition.—A second course in composition for sophomores. **3 s.h.** *Repeated in the second semester.* (W & E)

ASSISTANT PROFESSOR JORDAN

9-10. Engineering Mathematics.—This course, given for engineering freshmen and other students who desire to take more than 6 hours mathematics in their freshman year, includes college algebra, plane trigonometry, and plane analytic geometry. **10 s.h.** (E)

ASSISTANT PROFESSOR PATTERSON

11-12. Engineering Mathematics.—This course is given for engineering freshmen who do not qualify to take mathematics 9-10. *See Department of Engineering.* **10 s.h.** (E)

ASSISTANT PROFESSOR PATTERSON

55. Differential Calculus.—*Each semester.* **4 s.h.** (W & E)

Prerequisite, course 9-10, or 11-12, or equivalent.

STAFF

100. Integral Calculus.—*Each semester.* **4 s.h.** (W & E)

Prerequisite, course 55.

STAFF

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.** (W)

PROFESSOR ELLIOTT

Prerequisite, course 100.

61-62. Physics for Engineers.—A course in general physics which gives special emphasis to engineering problems. Open to sophomores who have completed trigonometry. Four hours recitation (E) and three hours laboratory. Old number 3-4. **10 s.h. (E)**

PROFESSOR HATLEY AND ASSISTANT PROFESSOR COLLINS

102. Electrical Measurements.—This course is intended as a general elective for students in electrical engineering and physics. A fundamental course in electrical engineering or course 207 or course 53 is a prerequisite. One recitation and two three-hour laboratory periods per week. **1 to 3 s.h. (W)**

ASSISTANT PROFESSOR NIELSEN

Religion.—(This requirement may be met by the selection of any two 3 semester-hour courses offered by the Department of Religion. See Undergraduate Catalog for complete list of courses.) **6 s.h.**

RECOMMENDED ELECTIVE SUBJECTS

51-52. Principles of Economics.—This course must be taken by all students planning to elect further courses in economics and business administration. Old number 1. **6 s.h. (W & E)**

PROFESSORS HOOVER AND HAMILTON, ASSISTANT PROFESSOR ROBERTS, DR. NICHOL, MESSRS. KEECH AND KETCHUM

57-58. First-Year Accounting.—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. Old number 7. **6 s.h. (W)**

ASSISTANT PROFESSOR SHIELDS, MESSRS. BLACK, LOWRY AND NEWLAND

143. Corporation Finance.—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. Old number 104. Prerequisite, course 51-52. **3 s.h. (W)**

MESSRS. RATCHFORD AND KETCHUM

103. Railway, Ocean, and Inland-Waterway Transportation.—History of the development of railways in the United States; railway organization and finance; traffic management; federal and state regulation of railroads; the present status of the railroad problem; inland-waterway transportation; and ocean transportation. Collateral reading and the preparation of term papers are required. *For Seniors.* Old number 106. **3 s.h. (W)**

ASSISTANT PROFESSOR LONDON

181-182. Business Law.—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, *Business Law*. Casebook: Bays, *Cases on Commercial Law*. Required of seniors in the Business Administration group. Old number 178. **6 s.h. (W)**

ASSISTANT PROFESSOR TOWE

239. Statistical Methods.—Statistical analysis as a tool in investigation; its limitations and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours' lecture and one laboratory period. **3 s.h.** (w) DR. NICHOL

151. Public Speaking.—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. **3 s.h.** (w) MR. HERRING

152. Argumentation.—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. **3 s.h.** (w) MR. HERRING

53. General Bacteriology.—Laboratory and lectures. **4 s.h.** (w) PROFESSOR WOLF

101. Introduction to Psychology: General Principles.—Lectures, demonstrations, prescribed readings, and reports. **3 s.h.** (w) PROFESSOR MCDUGALL

FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences and in history. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

GENERAL FEES

Matriculation, per semester.....	\$ 25.00
Tuition, per semester.....	100.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	
	5.00
Damage fee, payable annually at the time of first registration.....	1.00
Medical fee, per semester	2.00
Library fee, per semester	5.00
Commencement fee, payable annually at the beginning of the second semester.....	3.00
Publication fee:	
First semester.....	2.50
Second semester.....	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester, refunded if the diploma is not awarded...	5.00
For further information concerning room rent, see below.	

LABORATORY AND MATERIALS FEES

Botany 1 and 2.....	\$2.50
Botany 51 and 151.....	5.00
Botany 52, 101, 102, 111, 112, and 52.....	2.00
Botany 201	4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260..	6.00
Chemistry 151, 152, 241, 244, 253, 254, and 256.....	7.50
Civil Engineering 10, 110—See Summer School bulletin.	
Civil Engineering 11, 111, 112, 113, 114, 117, 118, 240.....	1.00
Electrical Engineering 151, 152, 153, 155, 258, 261, and 262.....	2.00
Mechanical Engineering 189, 190, 199, 200.....	2.00
History 91 and 92, per semester.....	3.00
No texts are required in these courses, but a fee of three dollars each semester is charged and books are placed in the library for the use of those taking the courses. This fee is payable at the beginning of each semester and is collected through the office of the Treasurer of the University.	
Education 54, 58, 68, per semester.....	\$2.00
See note under history above.	

Education 208 (for testing materials, in lieu of text).....	2.50
Physics, all courses.....	2.00
Zoölogy, all courses (except 1 and 2).....	3.00
Zoölogy 1 and 2.....	2.50

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum of cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual, but the actual necessary college expenses for one year, including board, room rent and such University fees as tuition, matriculation, commencement, library, damage, and medical, vary from \$543.50 to \$632.50.

The athletic and publication fees, also included in the above figures, while not essentially University fees, are at the request of the students collected by the Treasurer of the University as designated above. The proceeds of these fees are turned over to these distinct and separate student activities. The athletic fee entitling the holder to admission to all athletic contests held on the University grounds, is collected from all regularly enrolled students. The publication fee pays for a blanket subscription to the weekly student newspaper, the monthly student magazine, and the annual student year-book. With all undergraduates this charge is compulsory, but in the case of graduate students it is optional.

DORMITORIES

The regular fee for room rent in the Southgate Building, set aside for engineering students, is \$50.00 per semester (two in room).

Rooms in Epworth Hall, East Campus, are open to men students for a rental of \$30.00 per student, per semester.

For cost of rooms in other dormitories and the regulations about rooms, consult the Undergraduate Catalogue.

BOARDING ACCOMMODATIONS

It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

BULLETIN
OF
DUKE UNIVERSITY

Vol. 4

APRIL, 1932

No. 4

REPORT OF THE PRESIDENT
AND REPORTS OF OTHER OFFICERS
1925-1931



The Launching of a University

PUBLISHED BY
DUKE UNIVERSITY
DURHAM, NORTH CAROLINA

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IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE

ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.
UNDER ACT OF AUGUST 24, 1912

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THE LAUNCHING OF A UNIVERSITY

REPORT OF THE PRESIDENT OF DUKE UNIVERSITY

To the Board of Trustees:

The Report of the President, along with reports of other administrative officers, for the years 1925 to 1931, is herewith submitted. In the past six years so much has been in process and so many problems have been involved in the task of building and organizing a new university that it has seemed best not to publish annual reports until the University was set up and had been in operation for one year. Duke University as founded by James B. Duke in 1924 and as now constituted includes Trinity College, which goes back in its origins to 1835 and continues to exist as an important part of Duke University, the Woman's College, the Graduate School of Arts and Sciences, the School of Religion, the School of Law, the School of Medicine, and the Duke Forest. The Woman's College occupies the old campus, with the addition of twelve new buildings; and the other units of the University have all been operated for one year on the new campus, which is about two miles from the old, or East Campus. The Woman's College, the reorganized and expanded School of Law, the School of Medicine, and the Duke Forest have been in operation for only one year, the others for a longer time. These reports deal with these seven units of the University and the Summer School, and they cover the six-year period of intensive building and organization. Hereafter such reports will appear annually.

I think of my own report as having for its chief purpose the introducing of the accompanying reports from my associates who have had, in my opinion, most remarkable success in the organization and launching of their several departments in the University. As further indication of the de-

velopment of the University the reports from the Library, the Duke University Press, and the Committee on Research are worthy of careful attention, as is also the report of the Director of Public Relations and Alumni Affairs. The need to bring the alumni of Trinity College to feel fully at home in the wider setting of Duke University and to interpret for the alumni and the general public the meaning and mission of a new university has given great importance to this office; and it has already abundantly justified itself.

During the period in review eight trustees of the University have died. James B. Duke entered the Board in 1919 and died October 10, 1925. He died suddenly, just as he was entering upon the development of the University and when he was eagerly looking forward to the investment of at least five crowning years in this supreme task of his life. He had a power of vision and achievement that made him one of the mightiest men of his generation, and he takes rank with the foremost philanthropists of all time.

His brother, Benjamin N. Duke, served as trustee from 1889 until his death January 8, 1929. For nearly forty years he carried Trinity College and Duke University on his heart. He will always stand out as an illustrious example of a man who linked his life with an undying institution in which he believed with the whole heart, who stood by it through evil as well as through good report, and who sought for himself nothing except, to him, the sweet and precious privilege of serving his fellow-men.

Joseph G. Brown became a trustee in 1896 and served as President of the Board from 1917 until his death January 30, 1927. Son, servant, patron, benefactor, he gave to the institution high and life-long devotion.

W. E. Springer served faithfully and diligently from his election to the Board in 1906 until he died November 26, 1926.

J. Howell Way, from 1911 to September 22, 1927, served with rare interest and enlightenment, and at his death left the University a valuable collection of books and pamphlets.

Dr. Way was succeeded by F. A. Linney. Mr. Linney gave promise of distinction in public service and usefulness to his Alma Mater; but he died June 29, 1928, before he had had opportunity to attend a meeting of the Board.

E. T. White's service from 1899 to July 31, 1928, in every word and act bore the marks of wisdom and Gibraltar-like character.

Lee S. Overman received his Bachelor's degree from Trinity College in 1874; and he manifested in many ways and throughout a long life an active interest in the College and its causes. He was a member of the Board from 1906 until he died, December 17, 1930. He began his career as private secretary to North Carolina's famous Governor Zebulon Baird Vance and was continuously in the public service. He represented North Carolina in the United States Senate from 1903 until his death. He was a statesman who thought straight even in times of confusion, and in the midst of all the mire and poisons of political life he kept himself singularly devoted to the public good.

John Franklin Crowell, who was President of Trinity College from 1887 to 1894, died at his home in East Orange, New Jersey, on August 6, 1931. Dr. Crowell, a native of Pennsylvania, was educated at Yale and Columbia; and informed with the spirit and methods of modern scholarship, he was the first college executive to bring from the outside into a postwar Southern state the real breath of progress. He achieved the difficult task of removing the College from a quiet village to a growing center of industry and population and placed it in the main currents of American life. He revived this College with new ideas and fresh aspirations

and stirred awake this whole commonwealth, then slowly recovering from the long, tedious years of convalescence that followed civil war and reconstruction.

Samuel Fox Mordecai, Dean of the Law School from 1904 to the end of his life, died December 29, 1927. He took the School in its beginnings and made it a power in legal education. He was not primarily interested in building up the School as an institution; but he was a master teacher, and all his students became his disciples. They are now found among the leaders at the bar all over this state.

William Howell Pegram, after fifty-nine years' connection with the College as student, teacher, and professor emeritus, died April 30, 1928. Through personal and other intimate ties he was bound to the College in its heroic origins. He was a devoted son and life-long servant of the College and he gave to its students more than half a century of unfailing inspiration and guidance. Scientist by profession, in sympathies and the practice of a life-time he was also the friend and aider of all those who would live in the spirit.

In the seven years that have intervened since Mr. Duke signed the Indenture of Trust creating Duke University, there has been a good deal of discussion (and some of it has found its way into print) as to whether there is in the southeastern section of the United States a climate of opinion that will sustain a great endowed university. Meanwhile Duke, through its construction and organization program, has steadily gone forward with the building of a university that is in no sense a copy of any existing institution but that is not out of line with the best educational traditions or the best educational tendencies of our time.

I am happy to be able to report that all this has gone on, some of it far-reaching and in its implications involving much that has been characteristic of southern civilization, without any undue interference from local public opinion

and wholly uninterrupted by gusts of un wisdom that are apt to arise from time to time in any democracy. With this experience in mind and with a like experience through many years in the history of Trinity College I am ready to say that I believe Duke is no more apt to suffer from an unwholesome climate of opinion than are universities in other parts of America. On the other hand, located as it is in a part of the country that is now in the midst of its building era (taking the long view of it I see the current depression as an episode and not a catastrophe), this university might conceivably have an unusual chance to produce creative rather than merely critical attitudes of mind, if this distinction will pass muster; and I realize that it may be more a matter of emphasis than an essential difference in type of mind. From this standpoint, Duke University is not only an educational adventure; it is a social experiment of wide significance, and as such it is attracting and will continue to attract the attention of enlightened men throughout the country.

We have received a great deal of advice especially as to the general type of university that we should undertake to build. We have not been able to take it all, but we are grateful for it all. We are trying to proceed in the light of the best that experience has taught. Duke aspires to be not a sectional but a national university. Indeed it is already a national university in its standards and ideals and in the fact that its teachers and students come from all parts of America. But in our undertakings we cannot wholly overlook the circumstance that we are located in the South and owe it certain duties and kinds of special service. We are therefore not altogether as free as would be a new endowed university, in parts of the country where there are many others in the field, to make experiments involving the University as a whole. The physical sciences get a disproportionate emphasis in American civilization and American education.

There ought to be somewhere in the country universities that place their major emphasis on the humanities, and others that stress the sciences of man as over against the sciences of nature. It has occurred to a good many thoughtful people that Duke should become a university of this specialized type. Duke should be adequately equipped for research in the human sciences, but I prefer to see this done in an institute within the university rather than undertake to develop a specialized university. The South has not yet made its due contribution towards scientific research and the scientific spirit, and so has lagged not only in its material but also in its social and political development. Duke must try to do its part at this point and at the same time strive to become a home of idealism.

Duke University owes its existence to a charitable trust set up by James B. Duke by an indenture dated December 11, 1924, and known as The Duke Endowment; to gifts made by him to the University in the succeeding year; and to bequests that came through his will at his death, October 10, 1925. In his Indenture of Trust, which also embraces these gifts and bequests, Mr. Duke expresses some convictions about education, and he makes one request and gives two pieces of advice concerning the educational administration of Duke University. By these words the general course of the University will be charted. They are significant and wise words and ought always to be kept in our minds. In order that we may examine them carefully and see how we are going about the building and organizing of the University in keeping with them, I quote in full:

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its

officers, trustees, and faculty men of such outstanding character, ability, and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination, and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind; and second, to instruction in chemistry, economics, and history, especially the lives of the great of earth, because I believe that such subjects will most help to develop our resources, increase our wisdom, and promote human happiness.

To how much do these words commit us and what are we doing to meet the responsibilities they put upon us? It has been all along understood by everybody that Duke University is being built round Trinity College. By this and many other commitments we are pledged to keep the College and to make it as good a college as it is possible to make.

As will have been noted, Mr. Duke has advised us that "the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind." Some of the educational preparation of preachers, teachers, lawyers, and physicians will, of course, be done in College; but as American universities are now organized, most of this training must come in the graduate and professional schools of religion, arts and sciences, law, and medicine. We are proceeding now with these four schools, and with the two colleges. The Duke Forest has been organized and is being developed preparatory to the establishment of a graduate

School of Forestry. And we are proceeding with nothing else, although if funds were available for it, we ought to have a School of Dentistry in connection with the School of Medicine.

We fully realize the overwhelming financial burden that would be involved in the complete establishment at once of two undergraduate colleges and four graduate and professional schools, particularly since Mr. Duke died before he had completed the task to which he had set his hands. We must try to do well what we undertake to do. We must therefore develop these schools gradually. We must set limits to our undertakings, and in some departments limits to the number of students that we can receive. Especially in the School of Medicine and in the Graduate School of Arts and Sciences will the need for endowment be great and continuing. Gradual as we all realize the development of these schools must be, the development is none the less under way. We have a fixed amount that must go to building and equipment and cannot accumulate for other purposes. The present happens to be an unusually good time to build and largely reduced costs are made possible by carrying on all the building at one time. Therefore the building for all our immediate educational undertakings has been done or is now in process. The buildings on the old campus have been completed and the present construction program on the new campus is nearing completion. Plans for all these buildings embody the results of years of observation, study, and work on the part of a good many of us. The admirable work of the building committee and the buildings themselves will be discussed in a future report.

What is there to say, in somewhat more detail, concerning the plans, the purposes, and the progress of the University?

There has been from the beginning not only a complete

plan for the grounds and buildings but also an equally well defined and well understood ideal for the invisible university. There will be many ways of stating this. Here is one. The Graduate School of Arts and Sciences with its objective pursuit of knowledge and devotion to truth, and other graduate schools, particularly the Medical School, will, like American higher education in general, show the influence of German universities. The colleges—the one for men and the other for women—with the emphasis on character and culture and on training for service to country, to causes, and to humanity, will be in the English tradition of education. This will explain the architecture here; for the College is the heart of the University and these buildings tie us to the great historic traditions of learning in the English-speaking race. The colleges, essentially in the English tradition of education, and graduate and professional schools, affected by German and other influences, are to be welded into an American university that will seek to know and use the best that has been achieved elsewhere, but that will at the same time seek to make its own contribution to the cause of education.

Louis Pasteur, who has been called the most perfect man that ever entered the Kingdom of Science, in speaking to a large number of students a short while before his death, used these memorable words: "Young men, live in the serene peace of laboratories and libraries. Say to yourselves, first of all, 'What have I done for my instructors?' and as you go on further, 'What have I done for my country?' until the time comes when you may have the happiness of thinking that you have contributed in some way to the progress and to the welfare of humanity." The words of Pasteur seem to me to give at once admirable expression for the ideals both of the colleges and of the University as a whole.

Mr. Duke puts first the training of preachers, and we have made it a special point to set up the School of Religion

as the first new unit to be organized in the expanding institution. And the School is already well on the way to complete organization. Along with many other obligations and opportunities, this school will have the important duty of mediation between the religious conservatism of this region and the great intellectual ferment of the age. Serious-minded Southern people are not hide-bound and intolerant, as many not familiar with the real conditions have been led to believe; but they are in earnest to see that the things of the mind and the spirit rather than stark materialism shall control in the great new day of progress and prosperity, which has been interrupted but to which we are again looking in the South when conditions now affecting the whole country are improved. The influential place which the church holds in the Southern states I should like to see not only abide, but grow and extend; for it is the business of the church to guide the spiritual forces that control the world. But this influential place of the church in Southern civilization will not abide unless we avoid, as I have the faith to believe we can avoid, a disastrous break between extreme "conservatives" and extreme "liberals," such as I have always supposed came about in New England in the last century and in Old England some two centuries earlier, and so escape in our developing Southern civilization the deadly dualism of life that sets a world of beauty and power without a moral meaning on the one hand, over against austerity and narrowness along with religious intensity on the other hand.

As I have sought on other occasions to point out, it is only through a fuller comprehension of the meaning of life that a synthesis of these two divergent elements can be effected. But the highest civilization still awaits this power to combine a full and beautiful living with a religion that comprehends the whole of life. To produce this synthetic power is one of the missions of the highest kind of univer-

sity; and a sense of this mission, I think, should rest heavily upon a new educational foundation like ours, set in the midst of a civilization like ours that is undergoing a rapid renewal and transformation.

We shall as a matter of course expect the School of Religion to use the best results and the best methods of those remarkable linguistic, literary, and historical studies that have done so much for scholarship in the past fifty years, and also the best results, and so far as they apply, the best methods in other branches of learning: in archaeology, in astronomy, in geology, and in other sciences that have brought to light new facts and that have thus made necessary new adaptations of old truths. We earnestly covet for this school eminent scholars and eminent thinkers who will have some of the power to "originate creative ideas" for the coming generation and can speak their message with some of the authority that has belonged to those authentic spiritual and intellectual founders and builders of every great age in the past.

Mr. Duke puts the training of teachers in the second place. That part of an American university, which, like the Schools of Medicine, Law, and Religion, rests upon the college and requires college education for admission and is intended primarily for those who would become teachers, scholars, or scientists, is usually called the Graduate School or the Graduate School of Arts and Sciences. Trinity College had for years fostered graduate work in many departments and conferred the Master's degree upon many candidates. We are now differentiating graduate from undergraduate work and establishing a graduate school as one of the constituent members of the University organization; and we are calling it the Graduate School of Arts and Sciences.

I think our Graduate School should follow the same gen-

eral lines that are followed in the best American graduate schools; but as rapidly as we are ready for it we ought to separate more sharply between the college and the graduate school and give to the work of the graduate school a more distinctly university character than has heretofore been the rule in this country. I advocate less of fixed routine and more flexibility than is common in American graduate schools, less instruction by courses and lectures and more individual effort on the part of the student under the guidance of the teacher.

We must not undertake too much at any one time. On the other hand, we should emphasize certain selected fields for advanced work in the College and Graduate School. We have already gone far towards setting up a good many departments. The development of the laboratories and their output, the rapid growth of the library, the research projects, the books and papers published by the faculty, are all evidences of the vitality of this school. The need of funds for laboratories, libraries, research, and publication is now, and will continue to be, very great.

I want to see the Graduate School made strong because it will best and most quickly insure our "attaining and maintaining a place of real leadership in the educational world." Certainly the Graduate School is one of the most important parts of a University; and more than anything else here our Graduate School will determine the sort of University we are to build and its standing in the educational world.

The Graduate School should also keep prominent the purpose to discover and develop men who have some special fitness for the business of college teaching. The Dean and Council of the Graduate School are giving careful thought to this whole subject and I hope later on to make a full report concerning it. Meanwhile I call attention to what the Dean of the Graduate School has to say on the subject. I would

also call special attention to Dean Miller's statement concerning the Legal Aid Clinic and Dean Russell's comments on the supervised field work of students in the School of Religion. In these several ways we are undertaking to give to all our professional students opportunities for practical training that are comparable to the clinical hospitals and internships long ago provided by all good medical schools.

We have had here since 1904 a small and excellent Law School which has this year been reorganized and expanded. And we have in mind, as our plans mature, to make the School of Law in Duke University not just a professional training school for those who intend to practice at the bar, but a school that, along with professional preparation, will also provide liberal training in law as one of the social sciences closely allied with government, economics, and business administration. There is a widespread feeling that legal education will undergo changes comparable to the reforms in medical education a generation ago. Why should not this be the School to blaze the way? It would not have to fight its way against opposing traditions and could therefore be developed rapidly.

We have a field for medical education that is largely uncultivated, and therefore one of our first concerns is for a School of Medicine that will meet the needs of this territory. Exceptionally able men who have finished the sophomore year in college will occasionally be admitted to the Medical School; and the School runs through four quarters, so that the four-year medical course may be completed in three calendar years. The Medical School and Hospital are sympathetically related to the system of community hospitals now being developed in North and South Carolina under the stimulus of a hospitalization fund which is a part of the foundation that also created Duke University. The School of Medicine and the Hospital have already won their way

and they alone would fully justify the founding of Duke University.

What are we doing about the Duke undergraduate and his college? For an answer to this question I refer to the deans' reports. In general I may repeat here that we are trying to make Trinity College and the Woman's College as good as it is possible to make them. This will include not only formal education but also the physical, social, and moral care of all undergraduates. The College provides athletics for all its undergraduates, corrective gymnastics, and medical examinations; and maintains excellent infirmaries with physicians and nurses who give careful attention to the health of all the students. It seems to me that we are, in fact, doing practically everything we could do for the physical well-being of our students, except that we must go on to do increasingly well what we have set out to do.

In addition to the beautiful dormitory quadrangles we have now in use on each campus an admirable building called the Union that is in charge of competent leaders in all forms of social and religious activities, and that has already become for our undergraduates the centre of a happy, wholesome, and stimulating college life. But what in more direct ways are we doing to speed up college education all along the line?

I will give, in general outline, the plan that we are developing to improve the quality of college education. Changes in details will no doubt be made from time to time as the experiment proceeds. And at any rate it will require two or three years to put the full plan into effect; but the first stages we have already entered upon and, so far as I know, with the approval of all concerned.

I do not believe that too many people go to college in America; but I do believe that many are in college who ought not to be there, at any rate unless they had entered through a straiter gate. We are heeding Mr. Duke's request and

exercising the utmost care to admit as students only those "whose previous record shows a character, determination, and application evincing a wholesome and real ambition for life."

This selective admission is beset with difficulties; but the acceptance of students through careful processes of selective admission is the first step in improving the quality of college education. Entrance to college at Duke is now based on the applicant's school records, personal records, placement examinations, and intelligence tests. These four kinds of evidence are used as the basis for sectioning freshmen according to ability; and care is taken to allow students to pass freely from one section to another, up or down, as often as need be. Advanced sections provide opportunities for the abler students to go forward as rapidly as they will. Students in these advanced sections cover more ground and do better work than those in the ordinary sections, and they receive special credits.

The same general plans are to be followed in the sophomore year. After two years in college, including diligent summer reading which I hope we can develop and which should be planned by students in conference with their instructors, students of this type will have acquired a good proportion of their credits necessary for graduation. Occasionally a student of this kind should be encouraged to enter upon his professional training, especially if he intends to be a physician. But most of them should proceed to college graduation; and partly freed as they are from hour and course requirements they have a good deal of free time for concentrated and extended reading in chosen fields. This is to be tested in conference with instructors or tutors and by thorough-going written work on assigned topics, and at the end of the four years by comprehensive examinations, both

written and oral. And all this will be in fulfillment of the requirements for graduation with honors.

College teachers, especially teachers of freshmen and sophomores, are chosen for their personal qualities and teaching power as well as for knowledge of their subjects; and excellent teachers are promoted as certainly and as rapidly as excellent productive scholars, scientists, or writers.

Duke arrived upon the American scene too late to become a victim to the excessive devotion to athletics from which at times colleges and universities in America have suffered. And in any event I am confident that our comprehensive plans for physical training and intramural sports for all will put the whole system of athletics here on a wide and sound foundation that will prevent overemphasis in any of the several forms of sports. I ask for particular attention to the plans as outlined by the department of physical education and as may be found in the accompanying report of the Dean of the College. But after all there are interferences with the main business of colleges that can be worse, I think, than over-organized sports ever were. Our problem is how to forestall these. It is said that if the temperature of the ocean were raised, the water would expand and rise to a new level that would flood the dry land. In some such ways, too, as I have intimated above, we may, I believe, so change the temperature on the American college campus that a rising tide of intellectual interest might lift the whole level of undergraduate life and from this new level new currents of tendency and taste would sweep the centre of student activities away from irrelevant undergraduate absorptions and on to the main concerns of college education. Thus we may find a surer and better way, than by force of authority or even by mere repression, to rescue our colleges from a situation for which the graduates and the general public are more responsible than the undergraduates, but of which the undergraduates are the victims.

The period of educational expansion through which we in America have been passing, with all of its inevitable wastes, immaturities, and excesses, will be followed, and followed soon I hope, by a demand for education that really educates. We are trying to be ready to meet that demand. The reports of the college deans indicate that our efforts in this direction are already bringing results in improved work and better records.

The Indenture, then, by which Duke University was created sets up noble ideals for the University and assures it of freedom in its educational administration. These are the things that make for a university the very breath of life. We have a rich heritage, too, in Trinity College—in its long and creditable educational record, its traditions, its ideals, its thousands of graduates. And one other fortunate circumstance will help us. It would be hard to overestimate the influence that appropriate and beautiful surroundings may have upon students and even upon the character of the institution itself. In this our lot is a very happy one; and of this circumstance we expect much towards the humanizing of learning, towards strengthening the personal element in education, towards the training of experts and scholars under conditions which will tend to make them also well-rounded and cultivated men.

And thus I have sought to intimate with outlines some of the ways by which, in a friendly attitude of the utmost coöperation with all other institutions, this University would make its appropriate contributions to the educational service of the state and of the nation, and also something of the spirit that prompts the University as it enters upon its happy mission of helping “to develop our resources, increase our wisdom, and promote human happiness.”

W. P. FEW, *President*.

REPORTS OF UNIVERSITY OFFICERS

TRINITY COLLEGE

To the President of the University:

The report for Trinity College which I transmit herewith embodies the special reports of Dean W. K. Greene on instruction in the undergraduate colleges, of Assistant Dean H. J. Herring on the work of the Committee on Admissions and on general personal work with students in Trinity College, of Assistant Dean D. M. Arnold on work with the freshmen in Trinity College, and of Mr. Carl Voyles on the greatly enlarged physical education program in Trinity College. What I have to say in the first several pages of the report may therefore be of a more general nature and introductory to the combined reports.

The first projected buildings on the West Campus were sufficiently near completion just before the opening of college in September, 1930, to permit the removal of Trinity College from the East Campus to the West for the beginning of the year's work. This was a large task and might readily have caused much confusion. It is significant as an evidence of the effective organization of the whole University from all standpoints that the removal of the undergraduate college for men, the Graduate School, the Schools of Religion and Law could be brought about in a few days with almost no confusion or loss of time. Teachers and returning old students adapted themselves quickly and happily to greatly changed though improved physical accommodations, and instruction in all subjects and divisions began at the hour named in the calendar of the catalogue. This removal marks a significant milestone in the history of the institution. The year seems to me to have been an unusually satisfactory one.

The new quarters are not only comfortable, convenient, and for the present, adequate; they are strikingly beautiful. The beneficent effect of the beauty and harmony, both of buildings and grounds, became at once apparent to me in the attitude and

bearing of our students. I am convinced that the inspirational suggestiveness of the architectural beauty of both campuses, but especially the West Campus, where Trinity College will in all human probability forever remain, crowned as is the great plant by the noble chapel, cannot but exert an ennobling influence on the lives and characters of our undergraduates. And there is evident, I believe, among both teachers and students a fitting gratitude for those whose generosity provided our new home.

When Duke University was created by the Indenture of Mr. James B. Duke, fear was entertained by some of our friends and alumni that Trinity College as they knew and loved it might cease to exist, or at least lose its identity. In actuality it is just as much a distinct college now as it ever was. It is, and I hope and believe ever will be, the heart of the University. Without it I doubt the possibility of the more comprehensive institution. While persistent and wise precautions must be observed to prevent the university idea from invading the undergraduate college with an overshadowing, restricting effect, since college and university are two distinct entities, I am convinced that a helpful influence can be exerted on the College by the University. And I am sure that such influence is already apparent here. Our undergraduates seem to me, within the past year especially, to have caught something of the spirit of the graduate and advanced professional students; they have taken on a more earnest and dignified attitude towards scholastic work. They are more earnest, self-directing, and self-reliant. As a result of all this there is evident among a larger proportion of them than heretofore a commendable intellectual curiosity and love of learning.

True, it is harder to meet the new requirements in attainment for degree credit than it was to satisfy the old; and some upperclassmen have found the task none too easy. On the whole, however, the students have responded commendably to the more exacting requirements, and better work is undoubtedly being done. I attribute this improvement rather to the more earnest spirit of the students and, I am glad to believe, better teaching of our instructional staff than to any external drive

like that of a new grading system. I am sure we shall see even greater improvement in the work and spirit of the students when we put into effect by 1932-33 what we regard in the light of our experience as necessary changes in the several curricula leading to graduation, changes which will make it possible for the student to escape subjects that in no sense appeal to him and for which he is not adequately prepared, and to get earlier by election into helpful fields of knowledge that are more inviting to his tastes and purposes but can be made none the less helpfully disciplinary. And while we by no means overlook the possible great good to an undergraduate of merely being exposed to a college atmosphere and of his association with noble-minded ambitious youths, we must believe that his greatest profit while in college comes from study—work under the wise guidance and with the lasting challenge for self-improvement that can come from trained men of sound character and inspiring personality who are at heart interested in him as a human being.

The year under discussion showed our greatest enrollment. In spite of our desire not to expand except slowly, we seemed almost forced to accept a good many more freshmen than we had the year before. It is imperative that we not expand very rapidly. We must be prepared to assimilate the incoming freshmen as well as the added instructional staff. We are endeavoring to perfect a wise plan of selective admission, which is described elsewhere in this report.

During all the years of my deanship I have sought to maintain personal rather than professional relationships with our students. I am deeply convinced that the greatest weakness in our colleges, especially those caring for more than one thousand students, is the assumed impossibility of maintaining a living contact of students with officers and teachers. The good that can be accomplished for college students through a non-professional, human interest in them on the part of older college men is immeasurable. This relationship must be maintained if the College is to perform its greatest function. Evidently it would take a large staff to carry out our conception of a dean's work in a college as large even as ours. We should like to have an

assistant dean for, say, every fifty undergraduates. The work of these junior deans would have nothing to do with discipline. But we should find it difficult to secure so many of the only type we should want. With our restricted staff we are accomplishing much. I wish here to commend most heartily the work of senior Assistant Dean Herring, who is fast developing into the most valuable man in his work I know, and of Assistant Dean Arnold, who is doing remarkably well in his work with the freshmen. I should like as soon as possible to have them both devote their time wholly to personal work with students. And we should before long add to the staff two or three young men, of deep interest in their fellows, of sound intellectual ability, of personal attractiveness and unquestionable character, in order that we may keep in more direct personal touch and helpful relationship with our growing undergraduate student body.

Except in special cases it is best for undergraduate students to live on the campus. Intimate association with their fellows comes about only in this way. For that reason I earnestly recommend that our dormitories be reserved so far as is necessary for the undergraduates. They should not be permitted to live in rooms rented at distances from the college campus. I hope the time will never come when our undergraduate students are so numerous that they will have to live in the city in rented rooms. Graduate and professional students may have to do this. But disturbances and untimely noises in the dormitories must be banned, a thing that can be easily enough done by the students themselves. Progress has been accomplished in this respect during the last two years, and there is reason to believe that the dormitory organizations of students will work out the problem.

Various organizations of our undergraduates have worked faithfully with us in the effort to develop on the campus a helpful natural social life. As normal human beings students must have social entertainment. If the proper kind is not provided on the campus, students will find some kind elsewhere. They should be guided to want the best, the most helpful, and that kind must be provided and supervised on the campus. Our

Union has been of great help to us in this respect. Almost all social functions are given in that building. Mrs. Clarence Pemberton, who had proved her ability to work with our students before we moved to the new plant, has been of great help to the students in her capacity as College Hostess. She supervises all student social gatherings, and serves as social adviser to both individual students and groups of them. And we have had the help of others, both men and women, in our effort to aid in the cultivation of social graces while providing natural entertainment for our men and women students. We must enlarge this part of our work; its possibilities for the happiness as well as the success of students after leaving college are great.

I come to realize more and more what great good fortune we enjoy in having our excellent Infirmary and the whole great university hospital at our service in caring for the sick among the students. We wonder now how we could have gotten along through the years when we had far less adequate means for this work. With influenza epidemic here this year and with dire after or concomitant effects, we appreciated the unique facilities of our hospital. Though hundreds were stricken and a goodly number reached death's door, only one died, a promising, lovable boy, Henry Zachary, of Cooleemee, North Carolina. But five students were killed during the year in automobile accidents—more deaths from this one cause in this one year than have occurred among our students altogether during the preceding twenty-five years. And others were seriously hurt. We have not felt it wise to ban automobiles from the campus, but we may be forced to do so. As a matter of fact, these deaths would probably have occurred even if there had been no college automobiles. Only one student was killed while using his own automobile, and that on a trip to see his parents.

Student loan funds established here by kind and good people have been of inestimable help in these difficult times. In fact, without this source of help many students would have been forced to leave college with the prospect of being unable to secure any sort of employment at home. Truly the memory of founders of student loan-funds deserves to be called blessed.

It is my opinion that, in spite of the fact that with the faculty of Trinity College of only several years ago as a nucleus we have had to get together in a short time a rather large body of men and women as the faculty of the enlarged institution, we have succeeded in our earnest effort to secure two types of trained good people—the one interested in imparting learning to undergraduates and inspiring them to learn to seek knowledge independently, while acquiring the ability to adjust themselves happily and wisely to their human lot; the other, able by independent investigation to add to our stock of knowledge of the truth, and thus competent to lead advanced students to become themselves trained in the methods of scholarly investigation. In my association, both official and personal, with these men I have found them profoundly interested in the welfare of the institution as a whole and of the College specifically. I believe, contrary to the oft-expressed opinion of college officials at educational conventions, that teaching today is actually better than it was ten—twenty-five—fifty years ago. Teachers are better prepared. And I am pleased indeed not to find here at all that despicable attitude to undergraduate teaching that prevails in so many universities.

Duke University is built on the assumption that no American university can succeed without a great college at its center. We are therefore not merely keeping Trinity College intact, but are trying in every way to improve it. Some of these ways are set out here.

In the first place we are trying to get good material. The case of every applicant for admission to the freshman class is studied in the light of school records, regional boards examination marks, intelligence tests scores, recommendations by teachers and school officials, personal qualifications as shown through recommendations, and character qualifications. Whenever possible personal interviews are had either at the College or by representatives appointed in other centers. In order to secure as accurate and reliable information as possible on applicants, particularly from a distance, numerous personal letters (the use of form letters and questionnaires is purposely avoided) to those

in positions to judge candidates' fitness are often written; and responses to this form of inquiry have proved useful.

Standards in grading vary too widely to permit a set grade requirement for admission. But, rather, each applicant's record is examined in the light of the standard of his preparatory school and on the basis of whatever additional information in the form of standard examination may be available, and in consideration of the opinion of school officials regarding the applicant's preparation and intellectual promise. No applicants are accepted on certificate unless they are unreservedly recommended by standard high and preparatory schools. The personal qualities of each applicant are carefully investigated—his purposiveness, his will to avail himself of the opportunity of study, his character—in brief, his desirability as a college citizen.

The number of applicants increases year by year and from an ever-widening area; and each year those admitted are more carefully selected. Some statistics are given concerning the students admitted in September, 1930. Four hundred seventy-two students were admitted to freshman standing, and eighty-seven to advanced standing in 1930-31. The distribution of these by states and countries was as follows: North Carolina 202, South Carolina 17, Georgia 3, Florida 6, Alabama 4, Virginia 28, Canada 2, West Virginia 12, District of Columbia 11, Kentucky 4, Tennessee 8, Maryland 20, Pennsylvania 70, New Jersey 30, New York 57, Connecticut 9, Delaware 1, Maine 5, Cuba 1, Ohio 8, Illinois 4, Indiana 1, Texas 1, Arkansas 2, Mississippi 2, Japan 1, California 1, New Hampshire 2, Massachusetts 36, Rhode Island 7, Michigan 5. The percentage of these from North Carolina is 32; from the South 47.5.

To show that we are getting better "material" each year a tentative statement may be made at this time as to the achievement of the present freshman class. It is interesting to note that the median grade on the American Council on Education Test for High School Graduates and College Freshmen is ten points higher than for last year's freshman class. The percentage of the class making low scores is also much smaller than for previous classes. Sixty-five per cent of the grades reported

for freshmen for the first semester were "C" or better. Ninety-one per cent of all courses taken were completed satisfactorily. Seventy-one members of the class made an average record of "B" or above in all their work. The qualitative standing of the entire freshman class is only slightly below an average of "C."

We are not only seeking through selective admission to get a better quality of students, but we are equally concerned to get better teaching and to improve the quality of college education all along the line. The change in the methods of grading and the introduction of the quality-point system have aided in raising the general standard of work in the college. Promotion from class to class, as well as eligibility for graduation, depends upon satisfactory qualitative as well as quantitative achievement. No student is permitted to take more than a normal amount of work in any semester unless his work in the preceding semester is of a higher quality than the average required for graduation. Students transferring with advanced credits from other institutions, regardless of the record made elsewhere, must, in order to be eligible for graduation, maintain in their work here the same qualitative standard required of all other students.

An important change has been made during this year in the general requirement of English literature for graduation. All students eligible for the course have hitherto been required to take a course in prose literature. This uniform course for all students is now abandoned and its place is taken by five English courses, any one of which the student may choose in order to satisfy the requirement.

The most significant development of the present year is the formation of a new group leading to the Bachelor of Arts degree and known as The Honors Group.

Duke University has a reasonably large number of students who have revealed their desire and demonstrated their ability to do a higher type of intellectual work than that ordinarily required for the liberal arts degree; and in recognition of this fact the University now offers to these students a program of Departmental Honors Courses adapted to their needs and suited

to their interests. This recognition of the difference in the possibilities of intellectual achievement among college students should make special appeal to the abler and more ambitious among them. It is hoped that the introduction of Honors Courses into the curriculum means the breaking down of lock-step methods of education. It provides the student with the opportunity to attain greater mastery of a field of knowledge and its related work under conditions most stimulating to individual initiative and independence. Its primary object is the individualization of instruction on the basis of ability in the student.

Except in the nature of the work required for the degree, no distinction is made between those who elect Honors work and those who do not; the privileges and opportunities of college life here are for the benefit of all. But the granting of an opportunity to the able student to realize his highest intellectual possibilities is in keeping with the soundest principles of democracy wherein individual initiative and ability have a distinct and permanent value.

Hitherto, the English Department alone has experimented with the problem of offering an Honors Course. Now every department of the college, with the exception of the departments of Latin and Sociology, offers a course in Honors. This course in each case is unique in that it is differentiated from the usual Honors Course given in the American college by the integration of the work of the entire four years. A student must prove his eligibility during his freshman year to enroll in a departmental Honors course. During his sophomore year he completes what is known as the "qualifying course" in Honors work. During the junior-senior years he is given individual instruction by a special adviser. He is also given a large measure of freedom in the pursuit of his major interests during the junior and senior years.

Probably the most far-reaching movement at present in Trinity College is the study of the curriculum, with a view to its reorganization. This study is being conducted by a committee of instructors largely representing their departments in

the Undergraduate Council on Instruction. The Committee meets every two weeks. After a year of study and investigation the Committee is seeking to correlate the student's high school offerings with a system of basal uniform requirements in college. The general opinion of the Committee is that too many hours of elementary work are now required, thus leaving too little opportunity to the student for work of a more advanced character. It is generally recognized that one of the chief weaknesses of the present college course is the lack of a thoroughly integrated program through the lower and upper divisions of the college. The program of work for each student should have such integration as not only to enable him to secure some knowledge of the various foci of human effort but also to aid him in acquiring a fair mastery of a body of related knowledge. To this end the committee is bending its efforts. A part of the work of this committee will be the investigation of the new program of Sports and Health Education and its integration with the other work of the college.

Thirteen hundred thirty men were enrolled in Trinity College in 1930-31, by classes as follows: seniors 171, juniors 217, sophomores 433, freshmen 503, specials 6. Of the seniors 152 were graduated. The distribution of the students by states and countries was as follows: North Carolina 625, Connecticut 23, Maine 8, Massachusetts 50, New Hampshire 3, Alabama 15, Indiana 1, New York 84, Michigan 6, Kentucky 8, New Jersey 67, Maryland 42, Florida 12, Tennessee 14, Idaho 1, Arkansas 2, Java 1, Pennsylvania 131, Canada 3, Ohio 17, Illinois 11, Virginia 81, West Virginia 21, Mississippi 4, District of Columbia 18, Delaware 1, Iowa 1, Georgia 12, Cuba 1, South Carolina 52, California 2, Rhode Island 9, Canal Zone 1, Japan 2, Wisconsin 1. The percentage of these from North Carolina is 46; from the South 65.

The religious distribution is as follows: Baptist 188, Catholic 43, Christian 26, Christian Science 5, Congregationalist 25, Episcopal 123, Friends 8, Hebrew 30, Lutheran 59, Methodist 645, Presbyterian 147, Reformed 21, Unitarian 8, Moravian 2, Universalist 2, none 90.

The distribution of the undergraduate students in groups of studies leading to graduation was as follows: Business Administration 438, General 295, Pre-medical 233, Engineering 111, Pre-legal 110, Religion 46, Teaching 24.

New buildings and additional teachers have made possible in the six-year period under review large increases in the number of men enrolled in Trinity College, as is indicated by the figures given below. For the sake of comparison the figures for 1931-32 are added: 1925-26, 472; 1926-27, 1,159; 1927-28, 1,157; 1928-29, 1,125; 1929-30, 1,386; 1930-31, 1,330; 1931-32, 1,509.

The program of physical education for all students is constantly enlarging and is built around three objectives: (1) To determine by physical and medical examination the student's stage of development; history of illness and injury, if any; his physical condition on admission; his functional capacity and his body control in fundamental activities. (2) To provide work that is suited to the needs and capacities of the individual student. (3) To stress activities which tend to contribute to the worthy use of leisure time, to health, hygienic standards, and the development of social welfare.

All undergraduates are required to take Physical Education for four semesters. Classes meet three times a week for thirty minutes each. The following courses are given: basketball, beginning swimming, beginning boxing, corrective gymnastics, soccer football, tennis, tumbling stunts, and track; these are for freshmen only; apparatus stunts, advanced boxing, corrective gymnastics, golf, soccer football, advanced swimming, and tennis—for sophomores. There are twenty-three sections in which 850 students are enrolled. The staff consists of seven physical education instructors. The department has at its disposal one gymnasium, three basketball courts, three soccer fields, one swimming pool, nineteen tennis courts, and one track. The program is based on the concept that physical education is education in big-muscle (health-giving) leisure-time activity. The program is made up of definite units of activities which are outlined in advance and adhered to throughout the semester. The

teachers center their efforts in "teaching" the activities included in the program. The students are given a final examination in the materials taught. They are graded, either wholly or in part, on demonstration learning. A program of extra-curricular competition in the activities taught is organized and promoted, which, in addition to providing helpful entertainment and recreation, serves to supplement and stimulate the regular class work.

In addition to the required physical education, there is an intramural athletic department. It aspires to foster, extend, and perfect the aims and ideals of intramural athletics and to provide a healthful pastime to all those who are interested, whether as players or spectators, in athletics, and to inculcate the principles of good sportsmanship. The department consists of regularly organized leagues, divided into divisions as follows: the fraternity league, which includes all fraternity men; the unit league, including all non-fraternity men; special leagues to be organized at the discretion of the intramural department. The leagues are subdivided into eight or nine teams. Each division shall play for the division championship, on percentage basis, the winners of the division finally playing according to the elimination system for the championship of the league. The winners of the league championships shall then play for the intramural championship. All team application must be sent to the intramural department with a fixed deposit, which shall go to purchase equipment, trophies, and defray other expenses. The affairs of the league are governed by the Intramural Board. The Intramural Board consists of four men; namely, the Director of Athletics, Intramural Director, Varsity Coach in sport played, and the Intramural Student Manager.

The intramural calendar runs through the nine months, as follows: September—fall golf, touch football, tennis, playground ball; October—fall golf, touch football, tennis, playground ball, fall track; November—fall golf, touch football, playground ball, swimming, water polo, volley ball; December—water polo, swimming, volley ball, handball; January—basketball, swimming, handball; February—basketball, boxing, wrestling, handball; March—basketball, boxing, wrestling, spring

track; April—relay carnival, free throw, spring tennis, baseball, horseshoes, track, golf, tennis; May—tennis, baseball, golf, track, horseshoes.

The intramural athletic department has the use of three fields for touch football, four diamonds for playground ball, two fields for baseball, nineteen courts for tennis, two courts for volley ball, one 75' by 35' tank for swimming and water polo, varsity mat room for wrestling and boxing, quarter mile track for track, three courts for basketball, outdoor track for relay carnival, Hillendale golf course for golf, and two courts for handball. These facilities are overtaxed, especially at peak periods.

It is upon this broad foundation that the whole system of intercollegiate athletics at Duke is built. I believe our athletic conditions are sound and wholesome. Mr. Wade in his first year here as Director of Athletics has met with universal favor.

Close akin to this program of physical education for all is the thorough-going health work that is being done here. The Infirmary is operating under a new plan since September, 1931. I will at another time report in detail after the plan has been tested.

For six years the College has maintained a freshman office, with an assistant dean of freshmen in charge. Special efforts are made not only to provide educational opportunities for first-year men but to bring them into such relations to these opportunities that education will begin actually to take effect in their lives and characters.

The freshman faculty consists of all members of the instructional staff who teach as many as two freshman sections and those whose major teaching work is with freshmen. This group includes graduate assistants who have just one class of freshman work, or who work in science laboratories; it is highly necessary that this latter group receive the benefits of regular contacts with the more experienced freshman teachers.

The freshman faculty meets once each month to discuss its instructional problems and to standardize certain phases and functions of freshman instruction. This group maintains an

interested attitude toward its problems and has accomplished a great deal in the past few years to improve the teaching of freshmen in the various departments. It has initiated a number of studies in connection with various phases of freshman life, which have resulted in the improvement and adjustment of conditions and standards.

The executive council of the freshman faculty, the freshman council, is made up of the departmental representatives who are in direct charge of freshman instruction within the departments. This group meets regularly to handle executive matters of the freshman faculty and to plan generally the freshman work.

There are seventy-two members of the freshman faculty. There are twenty members of the freshman council.

To a greater degree than before it has been made possible to place the freshmen in sections of a given course of instruction for which they are best suited. The registration of freshmen in courses was done entirely in accordance with the freshmen placement-test scores and preparatory school records. A number of departments extend opportunities to the better prepared freshmen to enroll in advanced classes; for instance, any freshman who was qualified to do so was permitted to register for advanced English or mathematics in place of the routine freshman course. This plan takes care of the more gifted student in the same degree as our slow sections take care of his less fortunate classmate.

The freshmen especially are benefited by the improved and enlarged program of physical education that has been set up under the direction of Carl Voyles, formerly of the University of Illinois. Fifteen different sports are taught as regular class and demonstration subjects, giving semester-hours and quality-points for satisfactory accomplishment in these courses. A corrective class in gymnastics is offered to freshmen with postural defects and with physical handicaps. Quizzes and examinations are given in all of these subjects; lectures are given and notebooks are kept by the students, so that the whole system parallels the general college instruction. Certain members of the coaching staff attend the meetings of the freshman faculty.

Duke University employs a so-called Freshman Week during which the freshmen are inducted effectively into the college system. The freshmen have found these "weeks" interesting and instructive and they speak highly of the consideration the University shows them during this period. It has been found to be satisfactory and advisable to begin freshman classes on the Monday of the week during which the upperclassmen arrive on the campus. This plan gives the freshmen three advance days of classes and enables them to complete their freshman registration, purchase of supplies, books, etc., before the advanced students arrive and engage the attention of the administration and teaching staffs.

The freshmen meet along with the other undergraduates in the College assembly each Thursday, and meet separately for a freshman class meeting each Saturday. The University has planned a series of visits by outstanding speakers at monthly intervals. On these visits the speakers address the freshman class at the Saturday meeting. This plan introduces the speakers to the freshmen, who are thus usually stimulated to attend the two other week-end addresses of the visiting speaker.

Nearly one-half of the freshmen pledged themselves to fraternities on the campus. By these contacts the freshmen will receive individual attention along social and friendship lines. The fraternity chapters are planning a series of informal discussion groups to which faculty members and student leaders are invited. The eligibility requirements for initiation into fraternities have been adjusted to the new quality point system; they are considerably more exacting than the old requirements and they will compel improvements in fraternity scholarship.

A large number of extra-curricular activities are open to the freshmen. These activities are supervised by faculty and student leaders, and eligibility regulations have been set up to protect the scholastic interests of freshmen who desire to participate in them.

Naturally, the freshman office looks after certain routine matters such as absences from class, but it is endeavoring to take hold of the more important problems as vocational and

emotional adjustments, the quality of instruction of freshmen, the moral, intellectual, and general development of the freshmen. This year the freshman dean is living on the campus in a comfortable living suite in Crowell House. This arrangement permits him to have more frequent, casual contacts with all of the students and to assist the freshmen in emergencies as well as in daily routine matters.

The freshman office endeavors to secure the most satisfactory contacts between the freshman and his instructors, to work out balanced schedules of work for the freshmen, and to assist them wherever possible in the promotion of their own best interests.

It would be easy to plan and to think too much for the freshmen. The freshman office endeavors to develop responsibility and mature characteristics in the freshmen and it encourages the freshmen to plan for themselves, with the tacit advice from the office.

Reports are mailed to the parents of freshmen three times during the fall semester and twice during the spring semester. Parents are encouraged to feel free to correspond with the freshman office at any time in connection with their sons' progress and plans.

The personal information folder filled out by the freshman, with his identification photograph, becomes the folder for his permanent personnel record and it is used in his later undergraduate years by the Dean's Office. Following graduation this folder with its accumulated correspondence file, notes, records of interviews, etc., is placed in the files of the Alumni Office.

By all these and other ways it will be seen that we are constantly trying to strengthen the personal and social elements in education. The aim of those doing personnel work in the College is to form and maintain as close personal relationships as possible with all undergraduate men, particularly freshmen and sophomores. It is the purpose of this department to work through every possible agency to the end that individual and personal instruction and counsel may be given each student. In

our rapidly expanding institution in numbers, in the large area from which our students are drawn, and in the development of more and varied activities in the University, we are mindful of the danger of losing much of the value to be gained by the personal contacts and helpful relationships of the smaller college. We are striving, therefore, to maintain and strengthen the advantages of the smaller college, and to place the emphasis upon the individual. It is our aim to work with individuals and small groups whenever possible. It is our conviction that the success of the work must and will depend more upon the aptitude and fitness of the counselors than upon method and organization. To furnish counselors and agencies to which a student may come for assistance in personal problems, health, student activities, vocational and educational counseling is the aim of the personal program.

W. H. WANNAMAKER, *Dean*.

THE WOMAN'S COLLEGE

To the President:

As Dean of the Woman's College I herewith submit my report for the year 1930-31, a year of great change for the women and of the University.

For many years it had been the purpose of the president and trustees to establish a coördinate college for women and certain steps had been taken in that direction before 1930. The freshmen for the most part were taught in separate sections for men and women and in a few departments there were separate sections for sophomores. The women had developed their own student government and religious associations. There had been for some years an active Alumnae Council and for two years a Council on the Instruction of Women. The advising, scheduling, and admission of women had been handled largely in the office of the Dean of Women.

In anticipation of such a development, the new buildings on the East Campus, although occupied by men for several years, were built for the use of women. With the opening of the new West Campus it became possible to establish on the East Campus the separate Woman's College. During the summer the five new dormitories and the students' Union were completely and attractively refurnished and the necessary changes were made in the Memorial Gymnasium. In September, 1930, the women found themselves on their own campus, with their own residence houses, Union, library, gymnasium, laboratories, administration, and recitation halls.

The Woman's College, like Trinity College, was made one of the colleges of the University, its students receive their degree from the University, and its faculty bears the same relation to the University and to the academic departments as does the faculty of Trinity College. All freshmen and practically all sophomore women attend classes on their own campus but, in order that the women may have the advantages of the larger University, qualified junior and senior women may elect work

on the West as well as the East Campus. The University library and laboratories are open to all advanced students.

The changes since 1920-30 have been many and striking. In January, 1931, there was opened the new School of Nursing, admitting women on the same selective basis as the Woman's College. A student can receive not only a Certificate of Nursing but, also, by an additional two years of work in the Woman's College, a B.S. in Nursing. Opportunities are thus offered for training in public health work, in supervision and superintendence, and in various allied fields.

There has been a large increase in the number of women students. In 1930-31, there were six hundred and twenty-six enrolled in the University, including one in Engineering, three in Law, four in Medicine, eight in the School of Religion, thirty-three in the School of Nursing, sixty-four in the Graduate School, and the rest in the undergraduate college of arts and sciences. Of this number 186 were freshmen. In September, 1931, this number was materially increased. There were enrolled in all 735, seven in the School of Medicine, six in the School of Religion, sixty in the School of Nursing, sixty-seven in the Graduate School, and the rest in the undergraduate college of arts and sciences. There were 245 freshmen and ninety-one new students with advanced standing.

In 1929-30 Southgate was the only residence and dining-hall for women, housing at the most only 150. In 1930-31, there were 407 resident women, including the student nurses, living in the five new houses, Giles, Alspaugh, Pegram, Bassett, and Brown. Only 104 were former students. During the summer of 1931 Jarvis and Aycock were thoroughly cleaned and painted and were remodeled to some extent. New furniture was bought for the living-rooms and for the rooms of the head of the house. Aycock is being used by the graduate nurses but Jarvis was opened in September to students. The rooms are rented as double rooms at a lower price than those in the new buildings and some of the service furnished in the other houses is required of the students without pay. Six houses are now occupied by students and in September, 1931, there were 567 living

on the campus, an increase of 417 or nearly 280% in a year and a half.

Not only has there been an increase in the number of students but in their geographic distribution. We have students from Maine to Florida and from Oklahoma to the Carolinas, with a few from the far western states and from foreign countries. The majority, however, come from North Carolina and the South. Of the 595 undergraduates registered in September, 1931, 333 were from North Carolina.

The large number of new women and their widely different background and training have created new problems, both social and academic. The social life is largely built about the campus activities and some town organizations, which are governmental, religious, social, honorary, departmental, athletic, dramatic, literary, and journalistic. This part of the social life complements that of the dormitory groups. Each house is in charge of a resident head whose especial care it is to help in the social life and to work with the students in creating and maintaining fine standards of living. In 1930-31 the experiment was tried of having separate freshmen houses. There are many advantages in this system but, owing largely to the great difference in maturity among the freshmen and to their relatively large number in these years of rapid expansion, it was thought best to give up the freshman houses for the year 1931-32.

Many of the activities of the students center in the Woman's Student Government Association. During the year the Executive Committee, realizing that their constitution was unsuited to the new conditions, sent four students to various colleges and universities to study the actual working of the student associations. With this knowledge and after careful study a commission drew up a new constitution which went into effect in September, 1931. The chief difference is in the greater opportunity it offers for faculty-student coöperation.

Two national sororities installed chapters during the year, making a total of six. There are also two local sororities, one expecting to be installed in 1931-32. Approximately forty-five per cent of the resident women are affiliated with some sorority.

These groups have no houses but have chapter rooms in the dormitories. The important offices among the women seem to be about evenly divided between sorority and non-sorority women.

One of the happy features of our campus life is the opportunity offered to a number of women to earn a part of their expenses either as waitresses in the dining-halls or as aids in the dormitories. Both sorority and non-sorority girls hold these positions and such work seems to carry with it no stigma of any kind.

The Alumnae Council, recognizing the special need of the graduate women for opportunities to meet together socially, served tea to them once a month throughout the year in the Alumnae room. As soon as it is feasible, the graduates should have their own house where they can have a freer and quieter life than is possible in one of the regular student houses. Until such time the College should provide them with an attractive living-room, open to them only, where they can rest, serve tea, and learn to know each other.

A pleasant social feature of the year was the cup of tea served very informally on Monday afternoons from four to five to students and faculty in the reception room in East Duke now used as the Anna Branson Memorial Room. One of our desires is to further in every possible way informal associations between the students and the older members of the college community.

With the greater number of students and the more varied backgrounds from which they come the problems of adjustment are more intricate and difficult. Changed conditions on the campus and the confusion of today in regard to social standards increase the difficulties both for the students and for those who are guiding them. This is particularly evident in the freshman year. A study of the freshman class of 1930-31 shows that four women were sent away during the year because of conduct, three others were not allowed to return, several returned on probation, and eight of those voluntarily withdrawing were clearly socially maladjusted. To a less extent the same prob-

lems arise with upper classmen, especially with new transfers. The Dean and staff feel keenly that many of these withdrawals could have been prevented with the help of a resident woman physician trained to meet the mental and emotional conflicts as well as the physical needs of the students. We earnestly recommend the immediate appointment of such a woman.

On the whole the interest and success of the women in their college work and in the intellectual life of the University has been satisfactory. In the junior elections to Phi Beta Kappa five out of twelve were women, in the senior elections five out of seven. Only three women, two freshmen and one sophomore, were dropped from college in February, 1931, because of failure to pass the required number of courses. In June the number not allowed to return because of failure in work was twelve, seven freshmen, four sophomores, and one junior.

Increasing interest is being shown in psychology, sociology, philosophy, and aesthetics, and to some extent in natural sciences. Students are also demanding work in art and music. One of the most significant events of the year was the acquisition, through the interest of Dr. Boyd, of many paintings, etchings, and other works of art and fine craftsmanship belonging to Mrs. M. L. Barber, some of which have been bought by the University and some loaned by Mrs. Barber. Others have also loaned prized possessions to the collection. A part of the library is used for these collections and an Art Association has been organized to develop an interest in the fine arts and to arrange for exhibitions from time to time. The first exhibition aroused much interest among the students as well as the faculty and townspeople.

In September, 1931, a Department of Fine Arts was established and is being rapidly developed. A fine arts building on the East Campus with a museum, class and lecture rooms, and studios is greatly needed, especially since more room for study and reading in the library is imperative. It is our earnest hope to make the East Campus the center of the work in fine arts.

In various ways the women have shown a new initiative and sense of unity and power. A new magazine, *The Distaff*, edited

entirely by the women, has had several issues; a woman's orchestra has been organized, has now nineteen members, and has already been of help in various ways; the Girls' Glee Club has grown in power and has given several programs broadcasted from Raleigh; one group was organized for the study and writing of poetry; another began an art class under private instruction.

An illustration of intellectual interest has been the pleasure of the women in the Booklovers' Room in the library. The Chinese portrait, rug, and old embroidery given by Mr. J. A. Thomas have added warmth and beauty to the room. Although inadequately furnished and with few books as yet it is rarely empty and gives the women a chance to handle and to taste books in many fields. At different times students and faculty have met here in the evenings for informal readings and discussion. There has been, however, a keen realization, frequently expressed in no uncertain terms, of the great need of more books in the library of the Woman's College and also of better lighting in the general reading room.

In numerous ways attempts have been made to deepen and enrich the religious life of the students. Some of the morning chapel periods were given solely to religious worship, others to consideration of ethical and spiritual problems. The Y. W. C. A. had a membership of more than one-third of the resident student body and provided a weekly meeting, discussion groups, interest projects, and social entertainment. Three women were members of the Student Volunteer Band and twelve attended the State Conference in Chapel Hill. A Religious Education Association group was organized, composed of those interested in religious and social work but not definitely committed to foreign service. A Baptist Student Union was also organized, and affiliation was sought with various local churches, Sunday School classes, and Young Peoples' Societies. In September names of new students belonging to different religious groups were sent to ministers or representatives of those groups who tried in every way to help the student solve her problems.

Interest in sports and out-of-door life has also developed

during the year and the membership in the Woman's Athletic Association has been large and active. To have their own well-equipped gymnasium, swimming pool, tennis courts, and athletic field has meant much to the women. The Department of Physical Education has increased its force to four full time instructors and has increased its activities in several directions, notably in corrective work. Intramural basket-ball games and exhibition and field days have added zest to the program. One of the most delightful events of the year was an evening program given in the auditorium by the classes in folk and interpretative dancing. The department has shared also in the annual field days held at N. C. C. W. by the women's colleges of the state.

Although a notable development has been the addition of finely trained, able women to the faculty the number is still too few. It is essential that the women students should have as some of their teachers and friends women of rich personality who can guide them in the difficult ways of learning and of living. I believe also that the presence on our faculty of brilliant women with high rank would add greatly not only to the reputation of the Woman's College and the University but to the quality of our life, both social and intellectual. The fear that the women would prefer to study under men only has not proved well founded. There seems to have been no discrimination as between men and women instructors, where there has been possibility of choice. The only considerations are interest in the subject and the ability of the instructor. With the appointment of more women the contact between faculty and students can be greatly developed. At present one of the greatest needs of the University, as we see it, is for more of such friendly contacts.

ALICE M. BALDWIN, *Dean.*

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

To the President of the University:

I have the honor to submit the following report concerning the Graduate School of Arts and Sciences.

In September, 1916, the President first appointed a Committee on Graduate Instruction in Trinity College. Prior to that time there had been for many years a small number of graduate students who were candidates for the A.M. degree. There was no great increase in interest in graduate studies in the College until after the World War. In the year 1924-25 there were forty-one graduate students. When Trinity College became Duke University, the Board of Trustees adopted an official statement on December 29, 1924, which included the Graduate School of Arts and Sciences as one of the schools to be organized in the University. Plans for this school made satisfactory progress during the academic years 1924-25 and 1925-26. Formal announcement was made of the inauguration of the Graduate School in the academic year 1926-27. A Dean was appointed, and a Council on Graduate Instruction was set up as the governing body of the School. Since the action of the Board of Trustees in 1924 and the formal inauguration of the Graduate School in 1926, its growth has been most gratifying. The enrollment of students by academic years (from September to June) and the number of degrees conferred in each year have been as follows:

<i>Year</i>	<i>Students Enrolled</i>	<i>A.M.</i>	<i>Ed.M.</i>	<i>Ph.D.</i>
1924-25	41	26		
1925-26	66	22		
1926-27	86	26	1	
1927-28	130	49	5	2
1928-29	175	63	5	5
1929-30	193	55	6	8
1930-31	231	59	11	9

A most noteworthy feature of our graduate work has been the growth in attendance of graduate students in the two terms of the Summer School. The following are statistics of the enrollment of graduate students in the Summer School since 1927:

<i>Year</i>	<i>First Term</i>	<i>Second Term</i>
1927	133	73
1928	168	79
1929	223	94
1930	304	143
1931	434*	186

It is interesting to make a comparison of the total registration of graduate students in the regular session and in the Summer School for the twelve months ending at commencement June, 1930, with the total registration for the twelve months ending at commencement June, 1931:

Graduate students, First Summer Term, 1929	223
Graduate students, Second Summer Term, 1929	94
Graduate students, Academic Year, 1929-30	193
Total	510
Deduct for duplicate registrations in summer term and in the regular academic session	92
Total enrollment of individuals in the twelve months ending June, 1930	418
Graduate students, First Summer Term, 1930	304
Graduate students, Second Summer Term, 1930	143
Graduate students, Academic Year, 1930-31	231
Total	678
Deduct for duplicate registrations in the summer and in the regular academic year	131
Total enrollment of individuals in the Graduate School for the twelve months ending June, 1931	547

Thus the increase in attendance in the Graduate School for the full year 1931 over the full year 1930 was 129 students, or approximately 31%.

* Including the graduate course in field botany given at Lake Junaluska.

In spite of the financial depression the Graduate School has continued its growth during the academic year 1931-32. The registration for the first semester of the current year was 233, and registrations for the second semester will make the total number of graduate students for the year approximately 260. As will be noted in a preceding table, there was also a marked increase in the attendance of graduate students in the Summer School in 1931. Many students attended both in the summer of 1931 and in the current academic session, but when the total enrollment for the year 1931-32 is completed and all duplicate registrations have been eliminated there will be a very marked increase.

Many more individuals are enrolled for summer graduate work than in the long session from September to June. College and secondary school instructors and persons in professional positions find their only opportunity for advanced courses of study during the summer vacation. Other students desire to supplement during the summer the program of studies of the regular session. While the attendance of summer graduate students is large, the number of courses that can be taken in a period of twelve weeks is, of course, much more limited than the program available in the regular academic session. Everything possible should be done to provide more opportunity for graduate courses of the highest type during the summer months. The amount and variety of graduate work available in the Summer School have already been considerably increased and especial attention has been given to securing instructors qualified to direct advanced courses and research. I desire to express my appreciation of the constant coöperation of Dr. Holland Holton, Director of the Summer School, in the endeavor to provide graduate instruction in the summer of quality equal to that offered during the session from September to June.

During the academic year 1931-32 the Graduate School has been able to offer twenty-seven fellowships and twenty-one graduate scholarships for the aid of the most promising students. Many other graduate students have been employed in part-time work as assistants in laboratories or in reading themes and quiz

papers. These aids to graduate students are indispensable in the task of building up a Graduate School with national importance and influence. Most college graduates have been at large expense in completing the four years of the undergraduate course and without some financial aid they find it impossible to enter upon additional years of advanced studies. The fellowships also make it possible for promising students to come to the University from distant states and countries and to enjoy opportunities for instruction under the many distinguished teachers and investigators who have been appointed to the Graduate School faculty. The attendance of students from all parts of the country and from some foreign lands gives the Graduate School an influence and prestige far greater than that of a merely local institution.

In the spring of 1931 the Duke Graduate School received over six hundred applications for its fellowships, scholarships, and graduate assistantships. These applications came from all sections of the United States and from many distant parts of the world. It proved possible to grant appointments as fellows, scholars, or assistants to approximately one hundred of the applicants.

One important need of the Graduate School is the establishment of special fellowships for foreign students who desire to come to Duke University. We receive each year many applications from European countries and from China, Japan, and India. The facilities for study provided by the University in the field of Latin American history and government are such as to be attractive to graduate students from the Latin American countries. Friends of the University who desire to make contributions of great and permanent value to the work of the Graduate School may find an opportunity in the endowment of fellowships for students from Europe, Latin America, and the Far East. Each fellowship of this kind should have an endowment fund ranging in amount from \$20,000 to \$40,000 and may well bear the name of the donor or of some person to whom the donor desires to establish a lasting memorial. The establishment of such fellowships for foreign students will make a fit-

ting return for the aid extended to several of our own graduates who have enjoyed the advantages of fellowships provided for American students by foreign universities.

While appointments to fellowships, scholarships, and assistantships are of great aid to the students in the Graduate School, our present regulations require a return to be made to the University in the form of laboratory supervision, theme reading, or the reading of quiz and examination papers. In some cases the amount of assistance required is so considerable as to lessen seriously the time the fellows have available for their programs of study and research. I strongly recommend that a number of senior fellowships be established for advanced students of exceptional promise without other requirement than the diligent and successful pursuit by the fellows of their graduate studies.

Though the Graduate School trains research workers in many fields, the majority of the candidates for advanced degrees look forward to earning a living in the teaching profession. One of the aims of the Graduate School is, therefore, to do all that is possible to discover and train good teachers. All departments have been asked to make provision for actual training in the classroom and laboratories of students whose life work will be that of giving instruction in secondary schools, colleges, and universities. Holders of graduate assistantships in the various departments are enabled to get valuable teaching experience while carrying on part-time programs of study for advanced degrees. During the current year a University Appointments Office has been organized, and every effort will be made to bring the right applicants for teaching positions to the attention of the authorities of schools and colleges which have openings available. The Appointments Office will also undertake the task of aiding students who are interested in finding employment in the various fields of research and applied science or in commercial enterprises.

Since the establishment of the Graduate School in 1926 the University has constantly sought to add distinguished teachers and investigators to its graduate faculty. Professor Charles A. Ellwood came, in September, 1930, to Duke from the Univer-

sity of Missouri where he had been Chairman of the Department of Sociology. In September, 1931, Professor Howard Jensen, who succeeded Professor Ellwood as Chairman of the Department of Sociology at the University of Missouri, also joined the Duke faculty. The Department of Sociology is building up a well rounded program of work in theoretical sociology and in the study of such subjects as social pathology, criminology, child welfare, immigration and emigration, and methods of social research. In the academic year 1930-31 Professor A. G. Widgery came to Duke from Cornell to devote his time to the instruction of graduate students in philosophy. The Department of Philosophy has also been strengthened by the addition of Professor Katherine Gilbert. In connection with the School of Religion Professor H. S. Smith, who came to Duke in September from Yale University, is offering advanced courses and a seminar in the field of religious education.

Many of the members of our graduate faculty have rendered educational service or carried on important research projects in foreign countries. In September, 1930, Professor A. S. Pearse, of the Department of Biology, returned from Japan where he served for a year and a half as visiting professor at Keio University and directed the organization of biological studies. During his absence Professors George T. Hargitt, of Syracuse University, and C. M. Child, of the University of Chicago, served as visiting professors in the Graduate School. In September, 1930, Professor Hargitt became a permanent member of the Duke faculty. Professor Calvin B. Hoover, of the Department of Economics, returned to Duke in 1930-31 from a year of study in Russia. Since his return he has published a volume on *The Economic Life of Soviet Russia*, which has been widely accepted in the United States and abroad as one of the best works in its field. At the beginning of the current academic year Professor Earl J. Hamilton, of the Department of Economics, returned from an absence of two years in Spain where he has been carrying on research work, under the auspices of the Rockefeller Foundation, on the history of prices. Dr. Hamilton is director of the work in Spain which has been carried on

for several years under an International Scientific Committee on Price History with Sir William Beveridge as chairman. Dr. Hamilton will return to Spain during the academic year 1932-33 to complete the collection of material for this scientific investigation.

Since the establishment of the Graduate School many other important investigations by members of our faculty have produced fruitful results. Professor J. Fred Rippy has published the results of his investigations of economic conditions in Colombia, South America, and has also carried on research in England. Professor E. M. Carroll has published an important book which adds to our knowledge of public opinion as affecting the Franco-Prussian War. An investigation of public health work in the United States was made by Professor R. H. Shryock, and Professor W. T. Laprade spent a year in his studies of public opinion in England. Particularly gratifying has been the selection of many of our faculty members in competition with scholars from other institutions to carry on investigations in the United States and abroad under grants from various foundations and learned societies. Much of the work that has just been mentioned has been made possible by these grants, and other members of the faculty have similar research in progress or planned for the immediate future. A list of publications by members of the University faculty has been prepared.*

During the current year the Graduate School has given especial attention to its relations with the professional schools of the University. These schools are providing advanced courses and opportunities for research in their respective fields. For some years Dean Russell has represented the School of Religion in the Graduate Council. Provision has just been made for similar representation in the Graduate Council of the School of Medicine.

A plan has recently been adopted under which graduate stu-

* This will be found in the report from the Committee on Research in this volume.

dents may take advanced courses in the School of Medicine in biochemistry, physiology, anatomy, bacteriology, and serology under Professors Perlzweig, Eadie, and Swett. Advanced students in the School of Medicine will likewise be able to take advantage of courses offered in the Departments of Biology, Chemistry, and Psychology in the Graduate School of Arts and Sciences.

The problem of the relations between Trinity College and the Graduate School requires further study. At present a large number of so-called "senior-graduate courses" are offered. They form a connecting link between instruction in the College and instruction in the Graduate School. Many members of the graduate faculty feel that there is serious danger that some of these "senior-graduate courses" may not be genuinely graduate in character and methods. Suggestions have been made during the past year that the number of courses and seminars exclusively for graduates ought to be increased. On the other hand, there are cases—usually involving small groups of students—in which it seems satisfactory to the departments concerned to instruct graduates and advanced undergraduates in the same classes. On the whole, I think the Graduate School will profit by avoiding mixed classes in which undergraduates predominate, and by increasing the number of seminars and classes in which all students are thoroughly prepared to do work on the graduate level.

Students of the Graduate School are in need of more adequate residence quarters in a dormitory or dormitories reserved or erected for their use. During the current year many graduates have been unable to secure rooms in the sections now assigned to graduate students. From time to time I have received complaints that noisy conditions in the dormitories make it difficult for graduate students to work to the best advantage. During the current year a suggestion has been made that a large building be erected on the campus near the present group of buildings for joint use as a faculty club and a residence hall for graduate students. It is, of course, doubtful whether necessary financial arrangements can be made under prevailing con-

ditions. However, I feel certain that the provision of a special residence hall for the Graduate School would contribute much to provide more favorable conditions for study and friendly intercourse among its students.

One encouraging factor in the growth of the Graduate School is the rapid expansion of library facilities in many departments. A detailed account of this expansion is given in the report of the Director of the University Libraries. A considerable number of seminar rooms and a special reading room have been provided for the Graduate School in the new Library building. These rooms are in constant daily use. Several of the small rooms in the Library have been assigned to professors in the graduate faculty who are engaged in various research projects.

Members of the graduate faculty are doing important work as editors and contributors in the publication of the four quarterly reviews issued by the Duke University Press: *The South Atlantic Quarterly*, *The Hispanic American Historical Review*, *American Literature*, and the *Ecological Monographs*. The Duke University Press will in the future publish some of the dissertations accepted in partial fulfilment of the requirements for the degree of Doctor of Philosophy. There is much need of additional publication funds to assist in the publication of the results of research by students of the Graduate School and members of its faculty.

Dr. Robert S. Rankin has served for several years as Assistant Dean of the Graduate School. Although he has carried a full program of work as a teacher, he has given me most helpful coöperation in administrative work, and I desire to express my appreciation.

Miss Rebecca Arnold has served as secretary in the Graduate School Office with conspicuous efficiency and success.

Very sincerely yours,

WILLIAM H. GLASSON, *Dean*.

THE SCHOOL OF RELIGION

To the President of Duke University:

I have the honor to present the following report of the School of Religion for the years 1926-1931. It is based in part on a report for the years 1926-1928 prepared by Dr. Edmund D. Soper who was Dean of the School of Religion until September 1, 1928, when he resigned to become President of Ohio Wesleyan University.

Under his administration the School was organized and launched. It fell to him to carry the major responsibility in determining the character, policies, and details of organization of the School and in choosing the faculty. His work was done with such breadth of view and according to such correct principles that it has needed little more since his resignation than to continue along the lines on which he planned it. It was chiefly due to the soundness of his work during his years as Dean that the School has been able to continue after his resignation with a minimum of loss or change.

The School of Religion of Duke University was opened in the beginning of the academic year 1926-1927. The opening of this school was in accordance with the directions of the late Mr. James B. Duke in his Indenture of December 11, 1924, that the funds which were thereby conveyed to the Duke Endowment for Duke University should be used in part in the training of men for the Christian ministry.

The formal opening exercises of the School were held on November 9, 1926. In the forenoon Dr. Ralph W. Sockman, of the Madison Avenue Methodist Episcopal Church, New York City, preached and the Communion of the Lord's Supper was celebrated. In the afternoon the formal opening took place with an address by President William Preston Few, a declaration formally opening the School by the late Joseph G. Brown at that time President of the Board of Trustees, and an address by Dean Edmund D. Soper to which a response was made by

Bishop Edwin D. Mouzon of the Methodist Episcopal Church, South.

The task of the School of Religion is conceived to be three-fold. In the first place, the training of young men for the Christian ministry must constitute the major part of our task. The minister in charge of a church is regarded as the central key to the problem of Christian work in the church. It is the policy of the School to maintain the training of all Christian workers and especially the ministry on a high level. The demands of the special field of the School of Religion also put the emphasis on the training of the ministry.

In the second place, the School provides for the training of other religious workers such as missionaries, directors of religious education, pastors' assistants, secretaries of other lines of religious work.

In the third place, it is the purpose of the School, in coöperation with the Graduate School of Arts and Sciences, to train a limited number of scholars in the field of Religion for carrying on research in various lines of religious scholarship, to provide for an adequate teaching force in colleges and theological seminaries and for writers and editors of religious literature. It requires a rather difficult balance of practical interests and experience on the one hand and scholarly attainments and interests on the other to provide a faculty suited to these ends, especially the first and last, and yet we feel that the two can be successfully united since it is important for scholars, teachers, and writers, to have contact with the practical working interests of organized religion on the one hand, and on the other, for ministers to have intellectual attainments that will command the respect of modern thinkers and to have a trained intellectual conscience. The report of which this is a part will give an idea of what progress has been made in the attempt to realize these objectives.

The School of Religion began its work with seven professors and eighteen students. The number of students increased to twenty-two in the second semester of that year. During the first semester of the academic year 1930-31 the number en-

rolled was 145. Statistical tables showing the growth, character, and distribution of the attendance year by year are appended to this report.

One of the principles guiding the organization and conduct of the School of Religion is to admit only college graduates with the degree of A.B. or its equivalent. A regulation was adopted that students might be credited with certain courses pursued during the senior year in college up to the limit of fifteen semester-hours. Those who were granted fifteen hours' credit were thus able to complete the requisite ninety semester-hours of work for graduation in five semesters or two and one-half academic years, instead of six semesters or three academic years. Later this restriction was removed. Students are now given credit toward their B.D. degree for the senior courses in religious subjects which they have taken in college.

In the year 1930-31 students came from seven denominations as follows:

Methodist Episcopal Church, South	130
Methodist Protestant	5
Christian	3
Baptist	2
Methodist Episcopal	1
Disciples of Christ	1
Jewish	1

And they came from thirty-five colleges and universities:

Duke University	60	University of Florida	2
Wofford College	8	University of North Carolina ..	2
Emory and Henry College	7	Wake Forest College	2
Birmingham-Southern College .	6	Centenary College	1
Hendrix-Henderson College ..	6	Central College	1
Lambuth College	6	Emory University	1
High Point College	5	Geo. Washington University ..	1
Asbury College	4	Guilford College	1
Southern College	4	Jewish Rabbinical Seminary ..	1
Elon College	3	Lynchburg College	1
Kentucky-Wesleyan College ..	3	Maryville College	1
Millsaps College	3	Moravian College	1
Randolph-Macon College	2	New York University	1
Southwestern University	2	N. C. State College	1

Park College	1	Taylor University	1
Peabody College	1	Va. St. Tech. College	1
Randolph-Macon Wom. Coll. ..	1	Wm. & Mary College	1
Southeastern St. Tch. Coll. ..	1		

The large majority of the students of the School of Religion are men. Women, however, are admitted on the same basis except that free room rent is not granted them. For the academic year 1930-1931 the numbers were as follows: Men, 133; women, 10.

The School of Religion is a member of the Association of Southern Theological Seminaries and also of the Conference of Theological Seminaries of the United States and Canada. The latter association is making a survey of the theological seminaries of the United States and Canada with the aid of the Bureau of Religious and Social Research with headquarters in New York City. The expectation is that this survey will make plain certain facts concerning the theological seminaries which should prove of value in determining policies for the future.

The original faculty of the School of Religion as it started its work in the fall of 1926 was as follows:

Dean Edmund D. Soper—History of Religion.

Professor B. Harvie Branscomb—New Testament.

Professor Paul N. Garber—Church History.

Professor Elbert Russell—Biblical Interpretation.

Professor James Cannon III—Missions.

Professor Allen H. Godbey—Old Testament.

Professor Howard M. LeSourd—Religious Education.

Professor Frank S. Hickman was appointed as Professor of the Psychology of Religion at the beginning of the academic year 1927-28. Professor Gilbert T. Rowe was appointed Professor of Christian Doctrine and began his duties in the fall of 1928. At the same time the Rev. Walter A. Stanbury, pastor of Duke Memorial Church, Durham, North Carolina, was appointed Professor of Practical Theology; Professor Elbert Russell was made acting dean to supply the place of Dean Soper and Professor Paul N. Garber was made Registrar. In the fall of 1929 Lawrence Calvin Little was appointed instructor in

Religious Education to take some of the courses previously taught by Professor Howard M. LeSourd who resigned to join the faculty of Boston University. At the same time Professors H. E. Spence, J. M. Ormond, and H. E. Myers of the faculty of Trinity College were added to the staff of instruction of the School of Religion. The second semester of the year 1929-30 there was added to the curriculum a course in Church Music and Religious Art, given by James Foster Barnes, Director of Student Activities at Duke University, and Howard N. Haines, church architect. During the second semester of the academic year 1930-31, Professor Paul H. Vieth, Director of Research of the International Council of Religious Education, was Visiting Professor of Religious Education. Dr. H. Shelton Smith, Assistant Professor of Religious Education in the Divinity School of Yale University, has been appointed as Professor of Religious Education, thus filling permanently the position made vacant by the resignation of Professor LeSourd. Professor B. Harvie Branscomb obtained sabbatical leave for the year 1931-32 and was awarded a fellowship by the Guggenheim Foundation for research abroad in the relations of early Christianity and contemporary Judaism. Dr. Kenneth W. Clark was appointed instructor in New Testament.

The courses in the School of Religion are divided so that a candidate for the degree of Bachelor of Divinity must complete satisfactorily forty-two semester-hours of required work. In addition to the general requirements, each student must select a major field in which he shall elect twelve semester-hours. Besides these hours thirty-six semester-hours are designated as free electives to be chosen by the student with the approval of the faculty. Students satisfactorily completing the course of study in the School of Religion are granted the degree of Bachelor of Divinity.

In coöperation with the Rural Church Fund of the Duke Endowment a plan has been developed by which students in this school who have been especially prepared for it may have the opportunity for ten weeks in the summer to do active church work under competent supervision; and for this work they re-

ceive adequate compensation. This plan provides for the young preacher facilities for practical training that are comparable to the clinics of the Medical School; and it constitutes one of the most interesting experiments ever undertaken by any theological school.

The special library of the School of Religion contains a good working collection for the regular courses, to which constant additions are being made. It subscribes to approximately 175 current religious journals and periodicals. It contains also a large amount of valuable source material, especially proceedings of ecclesiastical bodies, scientific and missionary societies, and files of periodicals. Noteworthy among these for the departments of Old and New Testament and Christian Doctrine are complete files of the *Journal of the Palestine Oriental Society*, *Theologische Rundschau*, *Zeitschrift für Alttestamentliche Wissenschaft*, the *Hibbert Journal*, *Harvard Theological Review*, *Theologische Literaturzeitung*, and *Zeitschrift für Neutestamentliche Wissenschaft*.

The Library possesses one of the most perfect and complete manuscripts of the New Testament text, a 12th-14th century manuscript, which contains the entire text with a mediaeval commentary on the margins of the folios. This original material is supplemented by photographic facsimiles of a number of leading uncials. It is the policy of the New Testament department to continue the acquisition of such facsimiles. The Library possesses basic sets of research character among which are Goldschmidt, *Die Babylonische Talmud*; Migne's *Patrologiae*; Harnach and Gebhardt, *Texte und Untersuchungen*, the *Corpus Inscriptionum Graecarum*, *Corpus Inscriptionum Latinarum*, and *Corpus Inscriptionum Semiticarum*.

The department of Church History has acquired numerous files of religious periodicals; noteworthy among them are complete files of *The Arminian*, and *The Friend* (Philadelphia). It has a large collection of the General Assembly Reports of the Presbyterian Church in the United States of America, and an almost complete collection of the diocesan journals of the Protestant Episcopal Church. It has an especially large and val-

uable collection, to which additions are continually being made, of source material for Southern church history, especially the history of the Methodist Episcopal Church, South.

The department of the History of Religion and Missions has, in addition to such basic material as The Sacred Books of the East, the Pali Text Society Translations, the Census of India, 1921, and eight hundred volumes of the Transactions of the Asiatic Society, North China Branch, complete files of the principal periodicals and proceedings in its field, such as the *Chinese Recorder*, the *Korean Repository*, the *African Repository and Liberia*, the *Journal and Proceedings of the American Oriental Society*, the *Transactions and Journal of the Royal Asiatic Society of Great Britain*, the *Jotoko*, the *International Review of Missions*, and the *Missionary Review of the World*.

Two private libraries of note have been secured. One is the library of the late Dr. Graf von Baudissin, Professor of the Old Testament in Berlin University. The other is that of the late Dr. Karl Holl, Professor of Church History in the same university. These libraries, consisting of over five thousand volumes, are the fruit of long years of literary interest and activity on the part of these learned men.

GROWTH OF THE SCHOOL OF RELIGION 1926-1931

	<i>First Semester</i>	<i>Second Semester</i>
1926-27	18	25
1927-28	38	50
1928-29	71	86
1929-30	98	112
1930-31	135	143

NUMBER OF GRADUATES

Since the opening of the School of Religion, thirty-one students have been granted the Bachelor of Divinity degree:

<i>1927</i>	<i>1928</i>	<i>1929</i>	<i>1930</i>	<i>1931</i>
2	1	10	18	22

Of the thirty-one graduates of the School of Religion prior to 1931, 19 are now serving as traveling preachers in the Methodist Episcopal Church, South;

2 are pastors of Baptist Churches;

2 are serving as instructors in Religion in a denominational school;

3 are continuing their theological education, 2 at Union Theological Seminary; 1 at Duke University;

1 is a preacher in the Church of the Disciples of Christ;

1 is holding a pastorate in the Christian Church;

1 is a Director of Religious Education in a local church;

1 is a missionary in Japan;

1 is a pastor in the Methodist Episcopal Church.

STATES REPRESENTED BY STUDENTS IN THE SCHOOL OF RELIGION

1926-27

North Carolina	21
South Carolina	2

1927-28

Arkansas	7
Foreign country	1
Mississippi	1
North Carolina	32
South Carolina	2
Tennessee	1
Texas	1
Virginia	5

1928-29

Arkansas	11	Oklahoma	1
Dist. of Columbia	2	South Carolina	5
Florida	1	Tennessee	2
Maryland	1	Texas	3
Mississippi	2	Virginia	5
North Carolina	51	West Virginia	1
New York	1		

1929-30

Alabama	2	North Carolina	59
Arkansas	12	New York	1
Florida	3	South Carolina	4
Louisiana	1	Tennessee	5
Maryland	1	Texas	4
Mississippi	3	Virginia	6
Oklahoma	3	West Virginia	1

1930-31

Alabama	3	Louisiana	2
Arkansas	7	Maryland	1
Florida	5	Minnesota	1
Kentucky	3	Mississippi	3

New Mexico	1	Washington	1
North Carolina	83	Virginia	9
Oklahoma	2	Texas	3
South Carolina	8	Japan	1
Tennessee	10		

EXTRA-CURRICULAR WORK OF THE STUDENTS

Fifty-one students in the School of Religion are now serving as pastors in student charges near Durham.

Four are serving as part-time assistant pastors.

Of the remaining number of students in the School of Religion it can safely be estimated that two-thirds of them are giving their services gratis to the churches of and near the City of Durham. These students serve as members of choirs, Sunday School officers and teachers, supply preachers, etc.

During the summer vacations a large number of the students in the School of Religion, under the Duke* plan for aiding rural churches, render ten weeks of service to country churches in North Carolina. The following statistics show the increasing popularity of this plan:

During the summer of 1927, 6 students served under this plan
 During the summer of 1928, 21 students served under this plan
 During the summer of 1929, 39 students served under this plan
 During the summer of 1930, 57 students served under this plan
 During the summer of 1931, 67 students served under this plan

THE JUNALUSKA SCHOOL OF RELIGION

The Junaluska School of Religion is held at Lake Junaluska, in the mountains of western North Carolina. It was organized in 1928 under the joint management of Duke University and the General Sunday School Board of the Methodist Episcopal Church, South, with the coöperation of the Board of Missions. It is, however, in effect a summer term of the School of Religion and academic matters are under the control of its faculty.

The purpose is to conduct a Summer School of Religion to

* See p. 64.

meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves the better for their work or to add credits looking toward the securing of university degrees.

Provision is made for two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The School is open to men and women. The credits secured for work done are Duke University credits, and will count toward the A.B. and B.D. degrees.

There have been held four sessions of the School, each for six weeks covering approximately the second half of the usual scholastic summer term, each summer from 1928 to 1931. It has maintained a high standard of scholarship and has been able to enlist the services of very able men in their respective lines outside the faculty of Duke University. The following instructors have given courses at the various summer sessions:

1928

Dean Edmund D. Soper
Prof. B. Harvie Branscomb
Dr. William W. Pinson
Dr. Elbert Russell
Dr. Benjamin S. Winchester

1929

Dr. Gilbert T. Rowe
Dr. Frank S. Hickman
Dr. Elbert Russell
Dr. W. A. Smart
Dr. W. C. Bower
Dr. J. V. Thompson
Dr. S. G. Inman

1930

Dr. Elbert Russell
Dr. W. C. Bower
Dr. B. Harvie Branscomb

Dr. S. M. Duvall
Dr. Frank S. Hickman
Dr. S. G. Inman
Dr. Gilbert T. Rowe

1931

Dr. Elbert Russell
Dr. W. C. Bower
Dr. Gilbert T. Rowe
Dr. Andrew Sledd
Prof. H. E. Spence
Dr. Samuel M. Zwemer

In spite of the financial depression the last two sessions have each shown a slight increase in attendance which indicates that the School meets a genuine need. The number of students enrolled has been as follows: 1928—19, 1929—36, 1930—38, 1931—41.

ELBERT RUSSELL, *Dean.*

THE SCHOOL OF LAW

To the President of the University:

I herewith submit my report as Dean of the School of Law for the year 1930-31, a year during which the School has been completely reorganized and largely expanded. The School of Law has occupied its new building for one year, the first partial occupancy of the building having taken place on the first of August, 1930. Since that time the building has been completely occupied for law school purposes and its physical organization and equipment for law school use almost completed.

The executive organization of the School, as now set up, consists of a dean, an assistant to the dean, a secretary, and a staff of clerks and stenographers. Mr. Gordon Dean, assistant to the Dean, has been with us since the first occupancy of the new building, and Miss Eula Van Meter joined our organization last July. Mr. Dean is a graduate of the University of Redlands and of the Law School of the University of Southern California. He has been admitted to practice in both California and North Carolina. Miss Van Meter secured her bachelor's degree in the Department of Commerce at the University of Iowa and was for nine years secretary of the law school of that institution, during the incumbency of Dean Henry Craig Jones, Dean Percy Bordwell, and Dean Eugene A. Gilmore. Her coming to Duke has completed a very effective executive organization for the Law School.

Mr. W. R. Roalfe, Librarian, is a graduate of the law school of the University of Southern California. He is a member of the bar of California and of North Carolina, and before coming to Duke was librarian of the law school of the University of Southern California. Miss Mary Covington, Mr. Roalfe's first assistant, is a graduate of Shorter College and of George Washington University School of Law. She has practiced law in the District of Columbia and in North Carolina. The law library cataloging staff is headed by Miss

Marianna Long. During the year and a half, since the new building has been occupied, the library has increased from 12,450 volumes to over 40,000 volumes. In addition to the books which are housed in the stack-room on the basement floor and in the main reading room, it has been necessary this year to establish departmental libraries in connection with the Legal Clinic, the Department of Legislative Research and Drafting, and the Law Review. Stacks have been provided for this purpose in each one of the three departments just mentioned. Further substantial extension in the library, both as to books and as to staff, will be necessary as the development of the School goes forward. At this time there is particular need for cataloguers and for research assistants, as well as for additional books in connection with the Department of Legislative Research and Drafting and the new Department of Public Utility and Tax Law which will be headed by Mr. Leslie Craven.

Chronologically speaking, the faculty is made up of three groups, in addition to the Dean. In the first group are to be found Judge T. D. Bryson, Professor Bryan Bolich, and Mr. Marshall Spears. These three men were members of the Law School faculty prior to its reorganization and its occupancy of its new building. During the year of 1930-31, Professors H. C. Horack, D. B. Maggs, Malcolm McDermott, and M. R. Kirkwood were added to the faculty. Dean Kirkwood was a visiting professor during the year and returned to his position at the head of the law school of Stanford University in June of 1931. Commencing with the fall of 1931, Professors John S. Bradway, Lon L. Fuller, David F. Cavers, Alexander H. Frey, George E. Osborne, and Instructor Howard E. Wahrenbrock, were added to the faculty. Of these, Professors Frey and Osborne are visiting professors and will return to the University of Pennsylvania and the Stanford University Law School, respectively. Two new members of the faculty will be appointed to take the place of Professors Frey and Osborne, and one addition will be made to the faculty in the person of Leslie Craven, whose appointment has recently been announced. Mr. Craven is a graduate of Stanford University and took his law work at

COURSES IN THE LAW SCHOOL OF DUKE UNIVERSITY

<i>Property Law</i>	<i>Public Law</i>	<i>Business Law</i>	<i>Procedure</i>	<i>Unclassified</i>	<i>Graduate and Seminar</i>
Personal Property (10)	Criminal Law (10)	Contracts (10)	Actions (10)	Torts (10)	Roman Law (5)
Introductory Real Property (10)	Constitutional Law (10)	Security (10)	Bibliography (4)	Trusts (10)	Legal History (6)
Conveyancing (10)	Conflict of Laws (10)	Sales (10)	Evidence (10)	Family Law (9)	Jurisprudence (7)
Wills (10)	Legislation (5)	Insurance (10)	Pleading and Practice (10)	Equity (10)	*1 Seminar in Commercial Law (7)
<i>Future Interests</i> (10)	Municipal Corporations (7)	Creditors' Rights (2)	Legal Ethics (5)	Quasi-Contracts (8)	Comparative Law (9)
<i>Mining Law</i> (5)	<i>Public Utilities</i> <i>Craven</i> (10)	Business Associations (10)	Legal Clinic (1)		<i>Seminar in Property Law</i> (6)
<i>Water Law</i> (4)	<i>Taxation Craven</i> (10)	Bills and Notes (10)	Current Decisions (10)		<i>Seminar in Pleading, Practice</i> (6)
Landlord and Tenant	<i>International Law</i> (9)	<i>Admiralty</i> (6)	Criminal Procedure (8)		†2 Seminar in Public Law (10)
	<i>Administrative Law Craven</i> (9)	<i>Accounting</i> (3)	<i>Pleading—Common Law and Equity</i> (8)		
	<i>Trade Regulations</i> (6)	<i>Patent Law</i> (2)	<i>Federal Procedure Craven</i> (6)		
	<i>Labor Law and Industrial Relations</i> (6)	<i>Air and Radio Law</i> (2)	<i>Office Practice</i> (4)		
		Bankruptcy (10)	Damages (4)		
		Agency (7)			

*1 This is a course in Corporation Problems.

†2 Includes Legislative Research; Administration of Criminal Justice.

The schedules of the following schools have been examined for the purpose of preparing this chart: Harvard, Yale, Columbia, Chicago, Pennsylvania, Michigan, Northwestern, California, Stanford, Minnesota—10 in all.

Numerals represent number of schools giving course.

Roman type indicates courses offered at Duke; *Italic type* indicates courses not offered at Duke; **Bold face type** indicates courses partially provided for at Duke, but given as separate courses in number of schools indicated.

the Harvard Law School and at Stanford University Law School. For a number of years he has specialized in the field of public law and will head the department in that field in the Law School.

Prior to the fall of 1930, the courses offered in the Law School were a group designed to satisfy the minimum requirement for graduation and for admission to the bar. During the year 1930-31 these courses were added to substantially and further additions were made for the current year of 1931-32. At the present time the courses offered in the Law School represent the standard curriculum of the first-class law school, as is indicated by the chart which accompanies this report. In a few directions developments have been started beyond the orthodox, conventional course, as follows:

- a. The course in the Legal Clinic, under the direction of Mr. Bradley, which is designed to give to the students actual contact with real clients and experience which is involved in handling the problems of these clients just as they would be handled in a professional law office.
- b. The course in Current Decisions, which is required of all second-year law students, in which they are trained to analyze opinions of supreme courts and to prepare notes and comments thereon in an analytical fashion, similar to the work which is done in the preparation of a law review.
- c. Courses in legislation and work in legislative research and drafting, under the direction of Professor McDermott, which are designed both to teach students the legal problems which are involved in legislation and, also, to provide facilities for research into current problems and the drafting of bills for the relief thereof, which may be used by legislatures or by administrative bodies in working out such problems.
- d. A beginning has been made in the field of legal science through the development of courses in legal history, Roman law and jurisprudence, under the direction of Professor Bolich, whose training at Oxford makes him peculiarly qualified for work in this field.

Mention has already been made of the appointment of Mr. Leslie Craven, who will have charge of the courses in public utilities and taxation. A course in administrative law and one in federal jurisdiction and procedure will round out Mr. Cra-

ven's teaching schedule and will considerably enlarge the possibilities for students' specialization and training for practice in this field.

A course in North Carolina statute law will be given by Judge Bryson during the second semester of the present year and during each year from then on for the special benefit of those members of the student body who expect to practice in North Carolina. This course will be developed in such a manner as to give students training in a general field not covered by the other courses in the curriculum and falling largely between the divisions that are made for course purposes.

It is hoped that in the very near future a course may be established in legal biography, in which it may be possible to cover, by means of lecture and research, the lives of outstanding members of the bench and bar. This will involve the collection of library material for this purpose.

As time goes on, it will be necessary for us to develop other courses in such fields as property, international law and trade relations, banking and bond issues, admiralty, patents, and other specialties. As the student body increases in size and in geographical spread, it will be necessary, also, for us to subdivide our courses in pleading and practice in order properly to train the group which expects to practice in North Carolina on the one hand, and the group which expects to practice in other states on the other.

Efforts are already being made to establish coöperation with other departments in the University. Coöperating committees, representing the Law School and the Medical School, are now working on a course designed for senior law students and medical students relating to problems in these two professional fields. Tentative steps have been taken in the same direction with other departments in the University as well. The intimate relationship which exists in a university community as closely knit as that which exists at Duke, makes such inter-relation of work easily possible and promises good results.

The student body of the Law School increased from fifty to eighty-four during the first year of its occupancy of the new

building, and decreased to seventy-five at the commencement of the current year. Several considerations are involved in the decrease just mentioned, most prominent of which are, no doubt, the prevailing financial depression which has produced a falling off in law school registration in the standard schools generally, the increase in tuition, and a more careful selection of students for admission to the School. In addition to the increase in numbers which has taken place during the last few years, there has been a decided increase in the geographical spread of states from which these students have come and in their scholastic attainments. A very large proportion of them are holders of degrees from colleges and most of them are students of high standing in their graduating classes.

One of our experiments which seems promising of real results and one which has been already favorably commented upon in national circles, is that of the Bar Association which has been organized by the students. This organization supersedes the old-fashioned student body association and is designed to make possible the study and development of good methods for the solution of those problems which face the lawyer in his professional relationship and in the leadership which he assumes in the community, state, and nation, in his professional work. This work is still in an experimental state, but commencing with the second semester of the present year it will be under the supervision of Professor H. C. Horack, who by reason of his long experience as secretary, and later president, of the Iowa State Bar Association, is eminently fitted to supervise work of this character. Serious consideration is now being given to a proposal to substitute the work of the Bar Association for the formal course in Legal Ethics, thereby approaching in a practical manner the problems which are ordinarily studied theoretically in the course in Legal Ethics.

It is planned that through the agency of the Bar Association a closer contact will be established with the alumni members of the Law School and that a close, harmoniously working relationship may be established with them, both for the placement of graduates in practice and for the assisting of those engaged in

the practice in problems of a research and professional character. Among other things, a directory of the members of the Law School alumni is projected for the near future.

Mention has already been made of the course in Current Decisions, which has been planned as in part a preliminary step toward the publication of a law review. It has now been decided that a single number of a law review shall be published in mimeographed form during the spring semester of the current school year, and that during the year 1932-33 a quarterly shall be published, also in mimeographed form, consisting of students' notes and comments. It is hoped that after the lapse of a year in experimental work of this kind, it may be possible to launch a law review in the usual form with such modifications and adaptations as seem desirable, with the beginning of the school year 1933-34.

The best evidences of the successful development of the School, measured in terms of the approval of standardizing bodies, is to be found in the fact that during the year 1930-31, the approval of the American Bar Association was given to the School, and that it became a member in full standing of the Association of American Law Schools.

JUSTIN MILLER, *Dean*.

THE SCHOOL OF MEDICINE

Dear President Few:

The aim of the Schools of Medicine, Nursing, and Dietetics, and of the Duke Hospital is to teach thoroughly and to advance actively medicine and the allied sciences. These two phases, instruction and research, are interdependent and cannot be separated. During the first year much was accomplished and more is in progress.

In establishing the sixth medical school in North Carolina, Duke University has an unparalleled opportunity to aid in the solution of five of the greatest present medical problems; namely, (1) the inability of most medical students to obtain adequate interne hospital training because of the average age of twenty-six years at which they graduate from medical school; (2) the lack of provision for intensive and extensive postgraduate education for physicians who have been in practice for several years; (3) the disproportion in the distribution of doctors in the cities and rural areas; (4) the dearth of university training for nurses; and (5) the need of people of moderate income for diagnostic facilities and hospital treatment within their means to pay.

School of Medicine: On October 1, 1930, the School of Medicine began its four-quarter plan by which students can obtain the M.D. certificate in either three or four years, depending upon whether they study four or three quarters each year. Seventy-five per cent of the students have availed themselves of the four-quarter-three-year schedule. They thus are securing the same amount of training in three years which is obtainable in four years in other medical schools. Because of the advances in high school education and for other reasons, the usual four years of premedical preparation in college is not necessary today, as it was thirty-five years ago, and younger, intelligent, gifted students, to whom you have referred elsewhere, are admitted after their sophomore year. The Bachelor of Sci-

ence degree is granted to medical students who in their free time in medical school have done creditable, extra work in one or another department and have written a thesis. It is believed that the rigid selection of students, the saving of three years from the usual length of the formal medical education, and the devotion of this time to postgraduate hospital or laboratory training will result in better physicians.

In the first class, fifty-two first year and eighteen junior students were admitted. On June 22, 1931, six junior students were added and on October 2, 1931, sixty-four first year and thirteen junior students were admitted. Of those accepted in 1930, forty-seven were advanced to the second year and eighteen to the senior class—a total of 148 students, from eighty-four colleges and universities and twenty-nine states and seven foreign countries. There has been a large and increasing number of applicants each year.

Sixteen students have spent one quarter at other medical schools and centers in this country and Europe, a practice which is encouraged in order that as broad an experience as possible may be obtained. Two of these students spent their elective quarter at Cambridge, England, and four at Dublin, Ireland, and London, England. The first class will complete the required courses on March 19, 1932, and be graduated on June 8, 1932.

In addition, ten students from other medical schools have spent one or more quarters at Duke, six from Johns Hopkins and one each from Harvard, Chicago, North Carolina, and South Carolina. To this number should be added the forty-nine internes and residents (sixteen in 1930 and thirty-three in 1931), for one of the important functions of a school of medicine and teaching hospital is the hospital and laboratory training provided for those who have already received their M.D. degrees.

The faculty of the School of Medicine consists of eight professors, four associate professors, eleven assistant professors, seventeen instructors and eighteen assistants. They are divided among the eight departments of instruction as follows: anatomy

(including histology) seven, biochemistry six, pathology five, physiology (including pharmacology) four (twenty-two in the four preclinical departments); medicine (including bacteriology) sixteen, surgery (including dentistry, ophthalmology, orthopedics, otolaryngology, and urology) twelve, obstetrics (including gynecology) four, and pediatrics four (thirty-six in the four clinical departments)—a teaching staff of fifty-eight. There are also seventeen visiting lecturers and thirteen members of the hospital and public dispensary teaching staff. During the first year thirty prominent visiting lecturers from this country and abroad have given clinics and lectures. Several members of the staff of the School of Medicine have addressed medical societies.

The School of Medicine is anxious to coöperate with the other schools and departments of the University. With the School of Law, a course in legal medicine for the students and staffs of both schools has been arranged; with the Graduate School and the departments of chemistry and biology, graduate courses in the medical sciences are given to qualified students, and with the department of history, lectures in medical history have been scheduled.

In addition to the teaching of students, internes, and residents, the coördinate function of research is increasingly active. During the first year ten papers were published by members of the four preclinical departments and eighteen papers by members of the four clinical departments. Ten of the medical students are engaged in studying extra-curricular medical problems. Investigations by the staff are in progress on the heart, circulation, kidney, pharmacology of the intestine, tissue oxidation, calcium metabolism, pellagra, lung infections, Malta fever, the chemistry and histology of bone marrow and cartilage formation and of bone regeneration, nutrition, embryology, endocrinology, tissue respiration, and many other medical and associated scientific subjects. A pathological bone museum has been started. The quality of instruction depends for its stimulus upon the research activity of the staff of the School of Medicine and Hospital.

The General Education Board very generously appropriated three hundred thousand dollars over a period of five years.

The School of Medicine has been classified as grade A by the Association of American Medical Colleges and by the American Medical Association.

On April 20, 1931, the School of Medicine was dedicated. Addresses were made by Mr. G. G. Allen, Col. J. F. Bruton, Dr. D. L. Edsall, President T. D. Kitchin, Dr. W. S. Rankin, Dr. L. H. Weed, and Dr. W. H. Welch. These addresses were published in the December, 1931, number of *The Southern Medical Journal* (XXIV, 1099-1125). Delegates from 118 colleges, universities, and learned societies, forty-one relatives of the distinguished physicians and surgeons for whom the Duke Hospital wards were named, and approximately fifteen hundred lay and medical visitors were present. A portrait of Dr. William S. Halsted, painted by Mr. Casilear Cole and presented to the Duke Hospital by Mrs. Charles T. Terry, Dr. Halsted's sister, was unveiled during the dedication ceremonies. The Medical Society of the State of North Carolina held its annual meeting in Durham on the same date.

The resources of the Hospital and School of Medicine are also very advantageously used for the postgraduate education of practicing physicians. By coöperating in every way with the hospitals throughout North and South Carolina, which are receiving aid from the Hospital Division of the Duke Endowment under the wise and far-seeing direction of Dr. Watson S. Rankin, the Hospital and School of Medicine are encouraging physicians to locate in the less thickly settled areas, for only by having adequate hospital facilities, can rural communities attract well trained practitioners of medicine.

School of Nursing: The establishment of the Duke University School of Nursing through the coöperation of the University, School of Medicine, and Hospital has met a great need. It has raised the standard of nursing by the selection of pupil nurses upon the same basis as that of the women students of Duke University, and the provision for them of the same housing, recreational, and educational advantages upon the campus

of the Coördinate College during the past year and in the splendid new Nurses Home on the West campus which will be completed in June of this year. The use of ward maids has reduced the laborious part of their training so that their professional care of patients is increased during the three years of the basic nursing curriculum which leads to the Diploma of Graduate Nurse. Duke University grants the degree of Bachelor of Science to women who have completed successfully two years of college work in Duke University or another approved university or college in addition to the basic three years in the School of Nursing.

On January 2, 1931, the first class of thirty-five nurses was admitted. On October 1, 1931, fifteen of these were promoted to the second year class and forty-four were admitted into the first year class, a total of fifty-nine. The teaching staff, in addition to thirteen from the School of Medicine, consists of one professor, one assistant professor, seven instructors, and twelve supervisors and head nurses. The School of Nursing has been inspected by the National League of Nursing Education and the Public Health Nurses Association.

School of Dietetics: In addition to the training of medical students and nurses in dietetics, women whose previous training is acceptable may be admitted to the School of Dietetics at any time for which their previous training has fitted them, and are given a Certificate of Graduate Dietitian after the successful completion of the course of one year. Duke University grants the degree of Bachelor of Science to women who have completed successfully three and one-half years of college work in Duke University or some other approved university or college and the course of one year in the School of Dietetics.

On August 15, 1930, the first student was admitted and at the end of one year had completed the requirements for the degree of Bachelor of Science in dietetics. Three students have since been accepted. The teaching staff, in addition to five from the School of Medicine, consists of one professor and two instructors.

Duke Hospital: The comments of the twenty thousand vis-

itors who went through the building on July 20, 1930, as well as those from all of the physicians and hospital administrators who have inspected the Hospital and Medical School, have been very commendatory in regard to the structure, arrangement, and equipment. Mr. A. C. Lee has performed his task splendidly. The Hospital has 456 beds and every modern convenience for the proper care, welfare, and comfort of the patients, both private and charity, white and colored, whether they come from Durham or from a distance.

The response to the opening of the Duke Hospital on July 21, 1930, has been very rapid. Seventeen patients were admitted the first day and by the fourth day over one-half of the one hundred available ward and private beds were occupied. An additional hundred beds were made ready on August 18, 1930. From July 21, 1930, to June 30, 1931, there were treated 3,230 patients for 42,269 days of hospital care. One thousand four hundred thirty-nine operations were performed and 2,972 visits were made to the public dispensary. By December 31, 1931, the number of patients treated in the hospital and public dispensary had increased to 10,175. The number of patients and the variety of interesting clinical teaching material have exceeded the anticipations of everyone. The hospital has contributed greatly to the care of the needy in North Carolina for the percentage of those treated who could not pay anything is over sixty-five per cent.

The Duke Public Dispensary with sixty-six examining rooms, a physiotherapy division, and a brace and instrument shop, is equipped for the diagnosis and treatment of all forms of disease, a service much needed in this state. From the beginning, over one hundred patients per week have attended the public dispensary and after the first six months, this number was often over one hundred daily.

The general policy in regard to admitting patients to the wards and public dispensary is to consider carefully their financial and social status, income and size of family, special responsibilities, and the probable cost of treatment. A married patient, for instance, with an income of less than fifteen dollars per week is considered admissible to the public wards or public dis-

pensary for ordinary conditions, the income limit, of course, varying according to the other factors which affect the patient's financial status. Those who are able to pay the ordinary fees of consultants and specialists are not admitted to the public dispensary but may make arrangements through their own physicians for examinations by any member of the hospital staff or in the private diagnostic clinic.

The private diagnostic clinic was started on September 15, 1931, in order to provide adequate service, within their ability to pay, for patients of moderate means. Many are availing themselves of this new department.

The Duke Hospital also provides instruction in anesthesia. One nurse has completed this six month's course and another is at present in training.

The Duke Hospital library has made rapid progress. Twenty thousand five hundred ninety-six volumes have been catalogued and 395 medical and scientific journals are received by subscription. In addition, the Georgia Medical Society has very kindly presented its library, dating from 1804, which consists of ninety-two cases of books.

The Hospital has been approved for the training of internes and residents by the American Medical Association and by the American College of Surgeons.

The wives of members of the faculty of Duke University and others interested have formed the Duke Hospital Auxiliary which meets once weekly to sew and to aid the Hospital in many other ways.

The formation of a Hospital Association based upon the insurance principle of spreading the cost of hospital treatment over a long period of time and among a large number of individuals, similar to that of Roanoke Rapids, N. C., and of Oxford, England, through which families by a small weekly payment may provide for necessary hospital treatment, the need for which is constantly increasing, will greatly reduce the present inability of families of small incomes to bear the cost of serious illness without financial tragedy or medical charity.

WILBURT C. DAVISON, *Dean.*

THE DUKE FOREST

To the President of the University:

I have the honor to present herewith my report as Director of the Duke Forest for the year 1930-31.

The year 1930-31 marked the inauguration of a forestry program by Duke University. As the first step in carrying forward the plan ultimately to establish a forestry school in the University the decision was made to develop the forest property as a laboratory and place it under intensive management for forestry purposes before beginning formal instruction in forestry.

The Duke Forest consists of approximately five thousand acres of land in Durham and Orange counties, North Carolina, most of which is adjacent and easily accessible to the University campus. Situated in the lower Piedmont region at an average elevation of about three hundred to six hundred feet, composed of second-growth shortleaf and loblolly pines, oak, gum, hickory, maple, yellow poplar, ash, and other hardwoods, the Forest is representative of the various types of timber growth found throughout the region. The land is rolling, with excellent soil for tree growth. There is relatively little rock outcrop, swamp, or other land of low productivity for timber growing.

In developing the Duke Forest the following objectives are being emphasized:

1. Demonstration of the various methods of timber growing, silvicultural treatment, and forest management on a practical and economic basis looking toward providing a sustained yield of forest products.

2. Development as an experimental forest for research in the problems of timber growing and in the sciences basic thereto. In spite of the imminence of a timber shortage and the economic ills that will accompany it, the technical and scientific knowledge required to handle forest crops efficiently on a permanent basis is still largely lacking. The proposed investigations in the Duke

Forest will afford a definite and important means for augmenting this knowledge within the large region of which the forest conditions, the flora, and the fauna are representative. Forest research and forestry education in America are still in their infancy—the first forest experiment station was established twenty-three years ago and the first forestry school thirty years ago. This is a short time in the life of a forest, usually less time than that required to mature a single crop of timber. In Europe forest research has been under way at forest experiment stations for about one hundred years.

3. To serve as an outdoor laboratory where field work can be carried on by forestry students under the guidance of the Forestry faculty. One of the most difficult problems in forestry education is to bring the students into contact with the realities of professional activities. Every professional school has an analogous problem. Medical schools are closely affiliated with hospitals where the students are in constant touch with the practical application of every phase of medicine as well as with the research conducted in the hospital laboratories. Law schools have their practice courts and encourage students to obtain vacation experience in law offices to give realism to their legal studies. Engineering schools encourage field work and practical contact with industrial projects. Similarly a forest is as essential for the training of a forester as a hospital for that of a physician or surgeon or a practice court for that of a lawyer, and the longer a forest has been under management the more instructive it is to the professional forestry student. With all operations on the Forest, both routine and investigative, recorded annually, it is possible for a qualified man to get in a short time a degree of practical knowledge or technical expertness which only an organized forest can provide.

Following the announcement of the above program much favorable comment has arisen within the forestry profession, especially from the teachers of forestry. The following paragraphs, quoted from an article appearing in the *Journal of Forestry*, XXIX (February, 1931), 267-268, by its editor-in-

chief, Professor Emanuel Fritz of the University of California, are typical of this comment:

Demonstration forests are sadly needed in every forest region of this country. It is not enough to know the basic sciences controlling tree growth and the silvicultural systems developed in Europe; the American forester needs more urgently, actual experience in applying his class-room knowledge.

When Duke University is ready to receive students it will be in a far better position to train forestry practitioners because of its own forest laboratory and activities than if it had to resort to lectures and books alone. Furthermore, remembering that "forest extension" is sorely needed and that it is a type of education, directed to adult timberland owners, the availability of a demonstration forest makes it possible for the extension specialist to remove forestry from the realm of conjecture and imagination and to translate it into actual woods practice which the woodsman can understand.

American forestry schools, with several notable exceptions, are deplorably weak in forest laboratories. While some have acquired forests after their organization, others still evade the burden of an expensive demonstration area. Duke is unique in starting with a forest before it develops classrooms.

The Director entered on duty September 1, 1930, and began studying the forest property and laying plans for its development. Mr. William Maughan joined the staff on January 1, 1931, as Assistant Director of Duke Forest. He came to Duke from Yale University where he was Instructor in Applied Forestry. Mr. Maughan received his training in forestry at the University of Minnesota and at the Yale School of Forestry. From 1925 to 1928, he was Instructor in Forest Engineering, New York State College of Forestry at Syracuse University. In Mr. Maughan Duke University obtains a man already well trained to assist in the development and management of a demonstration forest. Under Professor R. C. Hawley of the Yale School of Forestry, whom he assisted in reorganizing the Eli Whitney Forest as a demonstration area, he learned the problems of applied forestry from an able and experienced teacher. Mr. Maughan's first work at Duke University will be to organize, in coöperation with the Director, the Duke Forest

as an operating demonstration, research, and school forest. With the help of temporary Field Assistants H. J. Pawek and V. E. Hicks, Mr. Maughan has been engaged since January 19 in the initial inventory of the resources of the Forest.

Steps have already been taken to put to some economic use the old abandoned fields which are not restocking with trees. In February approximately forty-two acres were planted to timber-producing species at an average cost of \$5.90 per acre. In all approximately thirty-seven thousand trees were planted, consisting of loblolly, shortleaf, longleaf, slash, white, and Norway pines, white ash, white oak, and black locust. The planting stock, with the exception of the white pine, was obtained from the nursery maintained at Clayton, North Carolina, by the Forestry Division of the State Department of Conservation and Development.

The Forestry Division of the North Carolina Department of Conservation and Development, in coöperation with the Office of Forest Pathology, Bureau of Plant Industry, United States Department of Agriculture, planted about twelve hundred Asiatic chestnut trees on the Duke Forest in December, 1930. About the same number of black locust trees were planted in mixture with the chestnuts to serve as a protective nurse crop for the chestnuts. The Asiatic chestnut is resistant to the blight which is destroying the native American chestnut. It is hoped that seed can eventually be obtained from these trees which may be used to grow other trees for the production of nuts, tanning material, and timber.

Numerous small tobacco farmers have land leased from the University for the present year. They require approximately three hundred cords of wood to cure each crop of tobacco. To supply this wood a conservative policy of selective cutting has been inaugurated. The tenants are permitted to cut only trees which have been marked for cutting. By removing trees that are crooked, diseased, deformed, slow-growing, or otherwise undesirable, and leaving straight, vigorous, rapid-growing trees of desirable species the condition of the forest stands cut over in this way will be improved.

During the coming year the staff will develop plans for the administration and protection of the Forest and for an early initiation of a research program besides completing the timber estimate and report upon the resources of the Forest. The main activities therefore will be as follows:

1. Provisions will be made at the earliest possible date for adequate protection of the Forest from fire.

2. As a preliminary to putting the Forest under management the inventory of the growing stock now under way will be completed. The Forest will be subdivided into compartments of convenient size. The amount of timber, its history, composition, age, and approximate date of maturity are being determined for each stand. This information will be incorporated in a preliminary management plan for the entire Forest, showing for each compartment the present stand of timber, the treatment recommended, the amount to be cut, and the estimated time of the next cut based on the probable growth. This information, which should be in detail for each compartment, will form the basis for different methods of treatment and for experiments in devising improved treatment. The plans for the several compartments will be so drawn as to comprise a unified schedule of treatment for the Forest as a whole. Field and office work on this project will be pushed aggressively until a report is completed for publication as a bulletin.

3. A planting plan will be prepared providing for the planting of all open lands not restocking satisfactorily and not needed for other purposes. Most of the planting stock can doubtless be obtained from the state nursery.

4. Following the completion of the preliminary management plan a beginning should be made in harvesting the mature timber, poorly formed trees, and undesirable species under the limitations imposed by the felling budget to insure a continuously sustained yield of timber. This will afford a good opportunity for keeping abreast of current developments in manufacturing methods and utilization practices and provision, therefore, will be made for incidental studies of available and possible markets and their requirements, in order to insure the best utilization of

the wood products removed from the Forest. Plans will be made for the beginning of cutting operations as soon as economic conditions warrant, following the present financial depression.

5. A program of forest research will be formulated, seeking to solve the basic problems of timber growing and those of the various forms of life in the Forest. Work on this program will be pursued by the Forest staff and later by specially qualified graduate students. Much of the research will be conducted in coöperation with the faculty and graduate students in other departments of the University, the Appalachian Forest Experiment Station of the United States Forest Service, and the North Carolina Department of Conservation and Development.

Members of the Forest staff are serving on various organizations concerned with forestry and biology. The Director is a member of the Forest Type Classification Committee, Appalachian Section, Society of American Foresters, and of the Committee on the Preservation of Natural Conditions, Ecological Society of America, and has been a member of the Editorial Board of *Ecology* since 1923. Mr. Maughan is a member of the Committee on Phenology, Appalachian Section, Society of American Foresters.

C. F. KORSTIAN, *Director*.

THE SUMMER SCHOOL

To the President of the University:

The University, through its Summer School, performs three services it could not otherwise perform: (1) it utilizes its plant, with little increase in overhead, for twelve months instead of nine annually; (2) it serves certain types of ambitious students, such as teachers and public school administrative officers, who cannot be in residence during the academic year; and (3) it saves valuable time for mature students and others, such as those preparing for a long professional course of studies, such as medicine, by enabling them to study through the year instead of making an undesirable annual break in their studies. The growth of the Summer School, as shown in the following table, is the evidence of the response the University has met in attempting to perform these three services.

TABLE I—GROWTH OF SUMMER SCHOOL ENROLLMENT, 1919-31

	<i>Duke Campus</i>			<i>Affiliated Schools</i>					<i>Grand Total</i>	<i>Enrolled Less Duplications</i>
	<i>*I</i>	<i>II</i>	<i>Total</i>	<i>Oriental I</i>	<i>II</i>	<i>Junaluska</i>	<i>J. Sch. Relig.</i>	<i>Total</i>		
1919.....	88	...	88	...	...	...	..	...	88	88
1920.....	152	...	152	...	...	...	..	...	152	152
1921.....	228	...	228	...	...	...	..	...	228	228
1922.....	306	...	306	...	...	...	..	...	306	306
1923.....	371	...	371	...	...	...	..	...	371	371
1924.....	473	247	720	155	...	...	..	155	875	748
1925.....	582	314	896	128	108	...	..	236	1132	916
1926.....	669	412	1081	140	117	90	..	347	1428	1089
1927.....	655*	338	993	170	113	215	..	498	1491	1191
1928.....	755	389	1144	...	...	237	13	250	1394	1130
1929.....	765	447	1212	...	...	214	36	250	1462	1181
1930.....	826	442	1268	...	...	195	39	234	1502	1212
1931.....	932	482	1414	...	...	223	39	262	1676	1363

*I = First Term, II = Second Term, 1927—I includes seven students enrolled in a Study Group conducted by Prof. Webb in France.

The table shows that on the Duke campus, except in 1927 when we had the large increase at Junaluska, we have had a steady growth. We have also had a steady growth in total registra-

tions, including affiliated schools, except in 1928, when Seashore Summer School was discontinued. It is interesting to observe, however, that even that year we made up at the other schools two-thirds of the loss occasioned by discontinuing Seashore.

The importance of the Summer School in carrying out the teacher-training program of the University is shown by the enrollment of teachers in the various terms, as follows:

TABLE II—REGISTRATION OF PUBLIC SCHOOL TEACHERS IN SUMMER SCHOOL, 1919-31

<i>Duke Campus</i>				<i>Affiliated Schools</i>				<i>Grand Total Teachers' Enrolled</i>	<i>Total Registration, including Teachers</i>
	<i>*I</i>	<i>II</i>	<i>Total</i>	<i>Oriental I</i>	<i>II</i>	<i>Juna- laska</i>	<i>Total</i>		
1919.....	65	...	...	...	...	...	...	65	88
1920.....	88	...	...	...	...	...	...	88	152
1921.....	187	...	...	...	...	...	...	187	228
1922.....	230	...	...	...	...	...	...	230	306
1923.....	274	...	...	...	...	...	...	274	371
1924.....	339	173	512	155	...	...	...	667	875
1925.....	432	239	671	128	108	...	236	907	1132
1926.....	493	290	783	137	117	76	330	1113	1428
1927.....	414*	207	621	162	111	174	447	1068	1491
1928.....	493	208	701	...	...	176	...	877	1394
1929.....	466	243	709	...	...	151	...	860	1452
1930.....	498	224	722	...	...	151	...	873	1502
931.....	605	233	838	...	...	172	...	1010	1602

*I=First Term, II=Second Term, 1927— I includes six of the Study Group conducted by Professor Webb in France.

Table II shows that the registration of teachers fluctuates from slightly below sixty per cent to over eighty per cent. Four causes, among others, may be assigned for this fluctuation:

(1) The State of North Carolina had a bad shortage of trained teachers in 1919 and has exerted continuous pressure upon teachers to take advantage of summer school opportunities. Until about 1927 any teacher who improved her standing by summer school attendance was not only assured of higher salary if she obtained a position but also reasonably assured of being able to obtain a position. Regardless of percentage fluctuations of teachers in attendance, therefore, the number of teachers attending steadily increased. By about 1927, however, there be-

gan to be a surplus of teachers prepared for certain types of work, and the steady increase in enrollment of teachers, as far as North Carolina teachers was concerned, ceased. Then, too, large numbers of teachers had completed State requirements for the certificates they desired by this time and returned to summer school less frequently. Increased attendance of teachers the past five years in our enrollment at Durham has been from other states than North Carolina. Summer schools of the state that have depended largely upon North Carolina teachers have shown a decline in registration. (2) Another cause for fluctuation in the relative proportion of teachers enrolled has been the successful attempt of the Summer School to interest college students in summer work. This stands out in the second Summer School (1920), in the eighth (1927), and in the tenth (1929). The efforts of the Summer School in this direction have been seconded by the Medical School and will probably be materially reinforced by requirement of quality-points for graduation. (3) Opening up new territory through the affiliated summer schools at Oriental and Junaluska accounts for part of the fluctuation in teacher-attendance, since these schools were intended chiefly for teachers in their immediate territory. This is clearly shown as to Seashore. Junaluska, however, has shown a tendency to attract other students as well as teachers. (4) Opening up new territory through extending our advertising beyond our traditional summer school area has also been an important cause in increasing attendance of teachers, since it has been the teachers with whom we have had advertising contacts. This fact was noteworthy last summer in the case of Florida, West Virginia, and Pennsylvania.

An interesting fact about the teacher enrollment has been the steady trend of the teachers in attendance to become graduate students. This fact will be brought out later in this report when we show the analysis of the summer school enrollment for 1931, emphasizing the large number of graduate students, nearly all of whom were teachers. In passing it is well to point out our initial dependence upon the Durham teachers in the summer school enrollment. In the 1919 enrollment of

88, of whom 65 were teachers, 55 (14 from Durham and 41 from Durham County) were local teachers. In 1924 out of a total enrollment of 512 in the two terms in Durham, 60 (9 from Durham and 51 from the County) were still local teachers. Stating the matter the other way around, we have been able to do a gratifying piece of work in training the local teachers as well as in the state teacher-training program. Two years after we opened the Seashore Summer School at Oriental in Pamlico County, Durham County and Pamlico stood highest in the State Department's rating of trained teachers. Haywood County, in which Junaluska is situated, has had an even greater proportionate development from ninety-second place when we opened the Junaluska Summer School.

The growth of graduate work has been an outstanding feature of the Summer School development. Of the enrollment at Junaluska in 1931 eight were graduate students in Field Botany. The enrollment in Durham was divided as follows:

	<i>Men</i>		<i>Women</i>		<i>Total</i>	
	1st Term	2nd Term	1st Term	2nd Term	1st Term	2nd Term
Graduates.....	205	103	218	82	423	185
Undergraduates.....	233	164	276	133	509	297
Total.....	438	267	494	215	932	482

The distribution of the graduate students was as follows for the principal departments offering graduate work:

	<i>Men</i>		<i>Women</i>		<i>Total</i>	
	1st Term	2nd Term	1st Term	2nd Term	1st Term	2nd Term
Education.....	90	53	75	35	165	88
English.....	20	13	49	17	69	30
Mathematics.....	26	14	21	9	47	23
History.....	17	8	18	9	35	17
Economics and Government.....	14	11	11	1	25	12
French.....	3	..	13	7	16	7
Religion.....	9	..	2	..	11	..

There were also from five to ten graduate students in Chemistry, Latin, Psychology, Zoölogy, and Sociology, besides a few taking undergraduate prerequisites for certain courses desired in their graduate work. It will be observed that the 720 graduate registrations for 1931 were divided almost equally between men and women, with a slight preponderance of men. It is also noteworthy that although the graduate students were predominantly school administrators and teachers, only 253 or a little over thirty-five per cent enrolled in the Department of Education. The predominance of men in Education indicates the preference of school administrators for that department, while the popularity of English, Mathematics, History and Government, and French shows the natural tendency of high school teachers to pursue graduate work in the subjects they teach. Apparently French and English are usually taught by women in our territory. I might add in passing, however, that Mussolini's rule of having only men teach history and government is not so clearly followed!

Graduate students were admitted from 140 colleges and universities in twenty-four states.

Our hold upon our own alumni is indicated by the fact that 78 registrations the first term and 32 the second, or 110 out of a total of 608 graduate registrations for the summer, were Duke graduates. Students who already held Master's degrees were enrolled as follows:

TABLE III—NUMBER OF STUDENTS ENROLLED IN DUKE UNIVERSITY SUMMER SCHOOL HOLDING MASTER'S DEGREES FROM VARIOUS COLLEGES

Name of College	First Term			Second Term			Grand Total
	Men	Women	Total	Men	Women	Total	
Boston University.....	..	..	..	1	0	1	1
Columbia University.....	1	2	3	4	1	5	8
Duke University.....	6	2	8	7	3	10	18
Florida S. T. C.....	..	..	..	0	1	1	1
Furman University.....	1	0	1	..	..	..	1
George Washington Univ....	..	..	..	1	0	1	1
Harvard University.....	..	..	..	1	0	1	1
Juniata College.....	..	..	..	1	0	1	1
N. C. State College.....	..	..	..	1	0	1	1
So. Baptist Theol. Sem.....	1	0	1	..	..	..	1
Stetson University.....	..	..	..	1	0	1	1
Tulane University.....	..	..	..	1	0	1	1
University of Alabama.....	1	0	1	..	..	..	1
University of Chicago.....	..	..	..	0	1	1	1
University of Colorado.....	..	..	..	0	1	1	1
University of Florida.....	..	..	..	1	0	1	1
University of Georgia.....	1	1	2	1	0	1	3
University of Missouri.....	..	..	..	1	0	1	1
University of N. Carolina...	2	0	2	3	0	3	5
University of S. Carolina...	1	1	2	1	0	1	3
University of Virginia.....	0	1	1	0	2	2	2
University of Texas.....	..	..	..	2	0	2	2
Vanderbilt University.....	..	..	..	1	0	1	1
Wake Forest.....	1	0	1	..	..	..	1

In this table Duke alumni are again well represented.

The enrollment for the summer was drawn from thirty states, besides the District of Columbia and Porto Rico, and from six foreign countries, as shown in Table IV.

TABLE IV—DISTRIBUTION OF ENROLLMENT FOR 1931 BY STATES

	<i>I</i>	<i>II</i>	<i>Juna- luska</i>	<i>Total</i>		<i>I</i>	<i>II</i>	<i>Juna- luska</i>	<i>Total</i>
Alabama.....	14	6	2	22	New Mexico....	1	1	..	2
Arkansas.....	3	4	..	7	New York.....	12	9	2	23
Colorado.....	2	2	..	4	North Carolina..	420	242	156	818
Connecticut....	1	2	..	3	Ohio.....	4	1	..	5
Delaware.....	3	2	..	5	Oregon.....	1	..	..	1
District of					Pennsylvania....	39	27	3	69
Columbia.....	2	3	..	5	South Carolina..	112	51	20	181
Florida.....	48	17	4	69	Tennessee.....	23	5	7	35
Georgia.....	52	31	4	87	Texas.....	5	1	..	6
Illinois.....	2	..	1	3	Virginia.....	75	31	8	114
Iowa.....	..	1	..	1	West Virginia...	50	16	1	67
Kansas.....	..	2	..	2	Wisconsin.....	..	..	..	1
Kentucky.....	3	..	2	5	Canada.....	1	2	..	3
Louisiana.....	4	..	..	4	China.....	..	..	..	1
Maryland.....	22	13	1	36	Cuba.....	2	..	..	2
Massachusetts...	2	2	1	5	Brazil.....	..	1	..	1
Michigan.....	..	..	1	1	Java.....	1	1	..	2
Mississippi.....	12	5	4	23	Korea.....	1	..	..	1
Missouri.....	4	..	..	4	Porto Rico.....	1	..	..	1
New Jersey.....	10	4	..	14					

It will be observed that North Carolina sent about fifty per cent of the total enrollment, with South Carolina second in enrollment, Virginia third, Georgia fourth, with Pennsylvania, West Virginia, and Florida having practically the same number for the next place, and Maryland sending thirty-six for eighth place. It will be seen that the Summer School enrollment follows only in a general way the enrollment of the academic year in the sources drawn upon. I believe the Summer School has definitely strengthened or created a new hold for the University in certain cases; for example, Florida and West Virginia, and possibly Maryland and South Carolina.

An analysis of the enrollment in Duke University Summer School for the first term each summer since 1925 is given in Table V. The enrollments in the affiliated schools are not analyzed because these schools were designed to meet local needs and drew their enrollment overwhelmingly from adjacent counties. Neither Oriental nor Junaluska ever succeeded in directing any large number of summer school students to Duke

University; in fact Junaluska has attracted several times as many of our students there as we have drawn from there here. The analysis in Table V also omits all second term statistics, because the second term figures largely duplicate the first term preceding, with many students enrolling in both terms.

TABLE V—DISTRIBUTION BY STATES OF ENROLLMENT IN DUKE UNIVERSITY SUMMER SCHOOL, FIRST TERM EACH SUMMER, 1926-1931

	1926	1927	1928	1929	1930	1931
North Carolina.....	619	597*	651	602	559	426
Alabama.....	1	4	1	5	7	14
Arkansas.....	1	..	2	1	2	3
District of Columbia.....	1	..	2	2	..	2
Florida.....	4	..	9	11	9	48
Georgia.....	2	..	6	1	17	52
Iowa.....	1	..	..	..	1	..
Kentucky.....	2	..	1	3	1	3
Louisiana.....	2	..	..	1	1	4
Massachusetts.....	1	..	2	..	2	2
South Carolina.....	15	16	29	43	94	112
Virginia.....	18	20	24	46	52	75
West Virginia.....	2	2	1	3	11	50
Maine.....	1	..	..	..	..	..
Maryland.....	..	1	1	1	7	22
Mississippi.....	..	1	..	2	5	12
New Jersey.....	..	1	1	2	11	10
New York.....	..	1	6	6	9	12
Pennsylvania.....	..	1	4	9	13	39
Texas.....	..	1	4	4	..	5
Connecticut.....	..	..	2	1	1	1
Delaware.....	..	..	1	..	..	3
Indiana.....	..	..	1	..	1	..
Tennessee.....	..	..	2	4	9	23
Wisconsin.....	..	..	1	..	1	..
California.....	..	..	..	1	..	..
Illinois.....	..	..	..	2	2	2
Missouri.....	..	..	..	1	..	4
New Mexico.....	..	..	..	2	1	1
Ohio.....	..	..	..	1	6	4
Oklahoma.....	..	..	..	2	..	..
Oregon.....	..	..	..	..	1	1
Colorado.....	..	..	..	..	..	2
Foreign Students.....	2	2	4	9	2	6
Total.....	669	648	755	765	826	932

*Decrease due to opening affiliated school at Lake Junaluska.

Table V shows not only a drop in the percentage of enrollment of North Carolina students from 92 per cent in 1926 and 1927, to 86 per cent in 1928, to 78.7 per cent in 1929, to 67.8 per cent in 1930, to 45.7 per cent in 1931, but it shows also an actual numerical decline from 651 in 1928 to 426 in 1931. These percentages and numerical declines are due mainly to two causes: (1) the decreasing number of North Carolina teachers already referred to, and (2) the change in the distribution of the University enrollment the past five years.

When we study the enrollment trend with reference to our immediate neighbors, South Carolina and Virginia, we observe not only a steady numerical increase but a steady percentage increase that offsets in some measure the loss in North Carolina. These two states have alternately ranked second and third to North Carolina in enrollment and have together increased from 5 per cent of the total enrollment in 1926 to 5.5 per cent in 1927, to 7 per cent in 1928, to 12 per cent in 1929, to 18 per cent in 1930, to 20 per cent in 1931. This increase in percentage of enrollment from South Carolina and Virginia has not, I believe, been paralleled by the University enrollment. It will also be observed that in the Summer School enrollment Georgia, West Virginia, and Florida all outranked Pennsylvania, which stands next to North Carolina in the enrollment of the academic year. Counting these three states, with Maryland and Tennessee, we have another 21 per cent of our 1931 enrollment from our traditional territory, and if we include enrollments from Alabama, Arkansas, and Mississippi, we still have over 90 per cent of our total from the South.

In North Carolina the students for 1931 were drawn from eighty-two counties. This fact shows a wide distribution within the state.

The Duke University undergraduates were distributed by classes as follows (See Table VI.)

TABLE VI—NUMBER OF DUKE UNDERGRADUATES BY CLASSES IN 1931
SUMMER SCHOOL

<i>Class</i>	<i>First Term</i>			<i>Second Term</i>			<i>Grand Total</i>
	<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>	
Freshmen.....	62	5	67	32	13	45	112
Sophomores.....	55	26	81	30	16	46	127
Juniors.....	58	20	78	46	14	60	136
Seniors.....	27	17	44	22	9	31	75
Total.....	202	68	270	130	52	182	452

It will be observed that although relatively few of our freshmen women return to Summer School, the women of other classes return in about the same proportion relative to the enrollment of the academic year as do the men.

It will also be observed that Duke undergraduates constituted an important proportion of our enrollment. Attention should be called to the fact that under the rules of the University none of them were students who were "failures" from the regular academic year preceding; that is, students dropped for academic deficiencies. Under the rule of the University a student who fails to pass sufficient work to be allowed to return the next semester is automatically debarred from Summer School.

Undergraduates from 118 colleges were in attendance during the summer of 1931. Only nineteen high school graduates, chiefly men advised by Assistant Dean Herring, entered Summer School. The average high school graduate at time of entering college expects to continue his course for four years and is not interested in summer school.

The undergraduate enrollment by departments of instruction, including undergraduate teachers in the public schools, is shown in Table VII.

TABLE VII—NUMBER OF UNDERGRADUATE STUDENTS INCLUDING PUBLIC SCHOOL TEACHERS OF UNDERGRADUATE CLASSIFICATION, ENROLLED IN VARIOUS DEPARTMENTS OF INSTRUCTION DUKE UNIVERSITY
SUMMER SCHOOL 1931

Department	First Term			Second Term			Grand Total
	Men	Women	Total	Men	Women	Total	
Biology.....	33	6	39	2	2.5	4.5	43.5
Chemistry.....	16.5	.5	17	42.5	15	57.5	74.5
Economics and Gov.....	23	28.5	51.5	22	12.5	34.5	86
Education.....	23.5	121.5	145	11	46.5	57.5	202.5
Engineering.....	35	....	35	....	....	....	35
English.....	22.5	32.5	55	15	13.5	28.5	83.5
French.....	6.5	7	13.5	.5	.5	1	14.5
German.....	18	14.5	32.5	25	10	35	67.5
Greek.....	1	4	5	....	....	....	5
History.....	10.5	11.5	22	19	12.5	31.5	53.5
Latin.....	....	1	1	....	1	1	2
Mathematics.....	4.5	3.5	8	2.5	1	3.5	11.5
Physics.....	19	15	34	....	....	....	34
Psychology.....	1.5	2	3.5	6.5	2	8.5	12
Religion.....	4.5	3.5	8	11.5	9.5	21	29
Sociology.....	1	10.5	11.5	....	....	....	11.5
Spanish.....	13	13.5	26.5	6.5	6.5	13	39.5
Special German.....	....	1	....	....	....	....	1
Total.....	233	276	509	164	133	297	806

Table VIII gives the enrollment of public school teachers classified by states.

TABLE VIII—DISTRIBUTION OF ENROLLMENT OF PUBLIC SCHOOL
TEACHERS BY STATES

State	First Term			Second Term			Grand Total
	Men	Women	Total	Men	Women	Total	
Alabama.....	1	8	9	1	2	3	12
Arkansas.....	2	..	2	1	..	1	3
Delaware.....	1	1	2	1	..	1	3
Florida.....	6	29	35	2	8	10	45
Georgia.....	13	23	36	10	10	20	56
Kentucky.....	1	..	1	..	..	..	1
Louisiana.....	..	4	4	..	..	..	4
Maryland.....	3	15	18	1	3	4	22
Mississippi.....	4	4	8	4	..	4	12
Missouri.....	2	1	3	..	..	..	3
North Carolina.....	61	212	273	40	82	122	395
New Jersey.....	..	1	1	1	..	1	2
Ohio.....	..	1	1	..	..	..	1
Pennsylvania.....	11	2	13	6	4	10	23
South Carolina.....	23	48	71	10	17	27	98
Tennessee.....	6	4	10	1	..	1	11
Texas.....	1	4	5	1	..	1	6
Virginia.....	14	38	52	7	9	16	68
West Virginia.....	18	27	45	6	6	12	57
Total by states.....	166	423	589	92	141	233	822
Teachers not listing certificate.....	13	3	16	..	..	..	16
Total Teachers.....	179	426	605	92	141	233	838

It will be observed that the enrollment of teachers came heavily from North Carolina, South Carolina, Virginia, West Virginia, Georgia, Florida, Pennsylvania, and Maryland in the order named.

The gradually enlarging base of the Summer School becomes, I believe, especially significant when we consider the loyalty and *esprit de corps* the Summer School has tried, apparently with some success, to build. By adding the total annual enrollments in Summer School as given in Table I of this report, we have a total of 12,105 registrations in Summer School since the opening term in 1919. We find, however, on referring to the files in the Summer School office that these registrations were made by only 5,468 students. This means that the average student has returned once, and one-fifth of the

students have returned at least twice. When we consider the small enrollments of the earlier terms of Summer School, we can see what this fact indicates as to a permanent basis of an active enrollment carried over from summer to summer. The actual status of the Summer School file is shown in Table IX.

TABLE IX—TOTAL NUMBER OF REGISTRATION CARDS IN SUMMER SCHOOL FILE CLASSIFIED AS ACTIVE, INACTIVE, AND CURRENT

	<i>Men</i>	<i>Women</i>	<i>Total</i>
1. Inactive cards.....	747	1190	1937
2. Active Cards.....	699	1494	2193
3. Current registrations			
a. 1931 First Term not returning Second.....	256	377	633
b. 1931 Second Term.....	267	215	482
c. Junaluska.....	54	169	223
d. Junaluska School Religion.....	25	9	34
Total.....	2048	3434	5482
Less 7 students counted both in Junaluska and Second Term, 2 counted both in First Term and Junaluska School of Religion, and 5 students counted both in Junaluska and Junaluska School of Religion, 7 men and 7 women.....	....	....	14
Total.....	2041	3427	5468

By "inactive cards" are meant the cards of those teacher-registrants who have not returned within the last five years, or of college-student registrants who have not returned within the last three years, or of registrants known to be dead or no longer likely to return to Summer School. By "active cards" are meant those of all others except those enrolled in only the last summer terms, whose cards are in the "current" file. It will be observed that about 65 per cent of the cards are still classified as "active" or "current." Justification for this classification is found in some measure in Table X, which distributes the registrants enrolled in the first term of 1931 Summer School according to the date of their first attendance at Duke or one of its affiliated summer schools. Since some of these students returned to more than one Summer School after their first enrollment, the table gives also the total number of students each Summer School sent back to the first term of 1931.

TABLE X—DISTRIBUTION OF THE FIRST TERM, 1931, ENROLLMENT ACCORDING TO FIRST REGISTRATION OF EACH REGISTRANT IN DUKE UNIVERSITY SUMMER SCHOOL OR AN AFFILIATED SCHOOL

	<i>First Term Enrolled</i>			<i>Number Returning from Each Preceding Term to 1931 I</i>		
	<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
1919 .....	..	4	4	..	4	4
1920	1	3	4	1	6	7
1921 .....	..	5	5	..	10	10
1922 .....	..	..	..	1	6	7
1923	2	3	5	2	8	10
1924 I.....	3	7	10	5	13	18
1924 Seashore.....	..	2	2	..	2	2
1924 II.....	1	3	4	5	9	14
1925 I.....	5	6	11	8	16	24
1925 Seashore I.....	..	..	..	..	2	2
1925 II.....	..	3	3	4	12	16
1925 Seashore II.....	..	..	..	..	1	1
1926 I.....	5	7	12	9	20	29
1926 II.....	5	5	10	12	14	26
1926 Seashore I.....	..	..	..	..	1	1
1926 Seashore II.....	..	..	..	..	..	..
1926 Junaluska.....	..	..	..	..	..	..
1927 I.....	3	8	11	7	24	31
1927 Seashore I.....	..	1	1	..	1	1
1927 Study Group in France.....	..	1	1	..	1	1
1927 Junaluska.....	2	..	2	2	..	2
1927 II.....	3	3	6	..	13	13
1927 Seashore II.....	..	..	..	9	1	10
1928 I.....	7	15	22	13	36	49
1928 Junaluska.....	2	..	2	3	1	4
1928 II.....	2	1	3	10	20	30
1929 I.....	23	20	43	40	53	93
1929 Junaluska.....	2	..	2	2	..	2
1929 II.....	6	4	10	28	31	59
1930 I.....	60	43	103	99	94	193
1930 Junaluska.....	3	1	4	..	1	1
1930 II.....	12	6	18	66	67	133
1930 Junaluska Religion.....	1	..	1	2	1	3
Total enrolling prior to 1931 I.....	148	151	299	328	470	798

It will be observed that 299 students prior to 1931 had averaged attendance upon two and two-thirds terms each and then returned for 1931. It will also be observed from column six of Table X that the 1931 first term had four students return from the original term of 1919, seven from the 1920 term, ten from the 1921 term and so on from every term we have had. If the argument advanced against admitting as juniors and seniors students desiring to transfer from other colleges, that only one or two years is too short a period to give the student the real spirit of the University, is admitted, then conversely the Summer School with a holding power that reaches back over a period of twelve years offers possibilities for building alumni loyalty that might well be developed. After twelve years we still have approximately five per cent of the enrollment of our first Summer School returning to carry on the kind of spirit we are striving to develop. When to this fact of frequently returning students we add the further fact that the large majority of the faculty each summer has been from our regular University staff, it is evident that the Summer School is a steadily growing organic part of the University.

In closing let me emphasize the growth of the Summer School by pointing out the fact that the first term enrollment (932) was larger than the enrollment for both terms (896) only six years earlier (1925). Furthermore, the 932 enrollment for the first term Summer School, 1931, compares with a total University enrollment in 1923 of only 925, which included graduates, law students, teachers taking special courses, and undergraduates. The total enrollment for 1931, after eliminating duplications, 1363, with the Medical School students and nurses uncounted, compares quite closely with the total University enrollment for the academic year 1925-26 of 1,400, which included graduates, undergraduates, teachers in special courses, and law students. By way of final emphasis the 423 graduate students enrolled in the first six weeks of the 1931 Summer School were more than six times the number of grad-

uate students in residence in 1925-26, five years before (66); or estimating that each Summer School student completed one-fifth of a year of graduate work, the University supervised twenty per cent more graduate work in six weeks last summer than it accomplished in nine months five years earlier.

HOLLAND HOLTON, *Director*.

THE UNIVERSITY LIBRARIES

To the President of the University:

The purpose of this report is to describe the efforts made to establish in Duke University a library of university proportions. These may be classified under the following headings: (1) background, (2) expenditures, (3) acquisitions, (4) administration, and (5) immediate needs.

Our background is the library of Trinity College. On January 1, 1925, just after the incorporation of Duke University, its accessions were 87,857 volumes. Though small in number the books were well selected, the collections in American History and English Literature being exceptionally strong. Due to the generosity of benefactors, several special collections existed, notably the Anne Roney Shakespeare Collection, the Clingman Collection of United States Public Documents (the Library being also a depository of United States Documents), the Ethel Carr Peacock Library, the Collections of the Trinity College Historical Society, and the G. W. Flowers Collection, the last three being rich in Southern Americana. There were also several small endowments, the income of which has borne fruit in later years. Moreover the authorities of Trinity College in the year 1923 adopted a financial policy which promised much for the future; namely, the allocation, for the purchase of books, of five dollars per semester for each undergraduate student enrolled. The result of this measure, together with supplementary grants from the College budget, was that in the year 1924-25 the total expenditure for books was \$21,000. Thus in the days of Trinity College, custom and precedent were established for increasing appropriations for the purchase of books, and the spirit of benefaction was in the air.

Among the early policies adopted by Duke University was that of expanding the Trinity College Library into one of university proportions. The following figures, giving annual expenditures and accessions from the last year of Trinity College to the close of the academic year 1930-1931, tell this story.

	<i>Book Expenditure</i>	<i>Volumes in Library</i>	<i>Increase</i>
1924-25.....	\$ 21,104	87,857	.....
1925-26.....	25,308	95,207	7,350
1926-27.....	35,679	105,742	10,535
1927-28.....	55,210	121,402	15,660
1928-29.....	75,916	151,520	30,118
1929-30.....	155,384	192,915	41,395
1930-31.....	171,106	246,280	53,365

Thus the number of volumes has increased from 87,857 in January, 1925, to 246,280 on July 1, 1931; from that time until January 1, 1932, 31,000 volumes were accessioned, and at the end of the present fiscal year the accessions will be increased by 30,000 additional items, bringing the total to a figure above 300,000 volumes. Comparison of the expenditures for books and the accessions during the past fiscal year with that of other universities in the United States, shows that our institution ranked *fifth* in expenditures and *fourth* in the number of books accessioned. The sources of book revenue are similar to those in Trinity College; namely, five dollars per semester for each undergraduate student enrolled, appropriations from the budget, contributions from benefactors, and the income from several small endowments which were established in the days of Trinity College but which yield revenue until the present.

The question naturally arises, What principles are guiding the expenditures? So far as the General Library is concerned the answer is two-fold, diversification and concentration. By diversification is meant that a certain revenue each year is apportioned among the various departments of the University to meet their general needs. Such is the disposition of the sum derived from the charges upon each undergraduate matriculated. In addition, periodical subscriptions of whatever kind, to meet general as well as specialized needs are made from the budgetary appropriations. Thus a sum varying from twenty to thirty thousand dollars a year is appropriated for general routine acquisitions. All other appropriations, so far as the General Library is concerned, are spent under a policy of concentration.

This means that large sums have been, and continue to be, appropriated for the building up of the resources of certain departments and the acquisition of special collections assembled elsewhere. The notable examples of this policy are as follows:

1. Because of exceptional opportunities to make purchases as well as its program of work, large expenditures have been made in the domain of history. Thus the library of the late Professor Holl of the University of Berlin, consisting of eight thousand titles in European church history through the Reformation, was purchased in 1926 through the agency of the School of Religion. This library, together with certain great collections previously purchased, as Migne's *Patrologia*, the *Chronicles and Memorials of Great Britain*, and the *Monumenta Germaniae Historica* give a substantial foundation for studies in the middle age and early modern history. Through the aid of Professor Laprade, who spent the academic year 1926-27 in England, large purchases were made in the sources and literature of modern English history, so that the University now has such fundamental collections as *Hansard's Debates*, the *Annual Register*, the *Statutes of the Realm*, the *British and Foreign State Papers*, the *Calendars of State Papers*, the *Journals of the Privy Council* and the *Board of Trade*, the *Transactions of the Royal Historical Society* and other learned institutions; also typical periodicals and many pamphlets of the eighteenth century.

Sometime later, the library of the late Pérez de Velasco of Lima, Peru, consisting of three thousand titles relating to all phases of Latin-American life, was secured. This acquisition, with the numerous works of a similar nature in our possession at that time and those acquired since, goes far to make the University a center for Latin-American studies. Of more than passing significance has been the gathering, in the past four years, of works pertaining to the political and cultural development of Brazil, some four hundred volumes coming by exchange from the National Library of Brazil. Such is the first step to assemble the literature of Portuguese South America, a collec-

tion which will supplement the materials already available for Hispanic America.

2. In the realm of literature the outstanding acquisition has been the library of Professor Gustav Lanson (noted critic and scholar), consisting of eleven thousand titles, purchased through the agency of Professor A. M. Webb while in Paris during the summer of 1927. Rich in standard works of modern French authors and the literature of technical criticism, this purchase has at one stroke given our library a strong position among the collections of French literature in this country.

English has also been strengthened by acquiring the monographs of the late James W. Bright of Johns Hopkins, valuable for philological publications and files of literary periodicals. The acquisition of the library of Paul Hamilton Hayne, Carolina poet and man of letters, consisting of over two thousand volumes, has strengthened our resources in American literature, and for the general background of early American life and letters, over four thousand volumes published prior to 1820 were acquired *en bloc*.

3. The best example, however, of the way in which purchases *en bloc* may raise a library from collegiate to university standing is seen in the acquisitions in the domain of science. In 1925 our technical works in Biology and Chemistry were meager, entirely unsatisfactory for the reference work necessary in scientific research. But the purchase in one order of two thousand volumes of technical periodicals and monographs in Chemistry and in another of fifteen hundred volumes of a like nature in Biology immediately raised the status of our collections in those subjects far above collegiate level. Later acquisition of the library of Dr. L. O. Howard, American entomologist, and some four thousand titles in Forestry, have greatly strengthened our scientific collections. As a matter of fact, the chemical section of the Duke Library has been ranked by the National Research Council as first in the Southern states. At present large accessions are being made in the domain of Physics and its related field of Mathematics.

4. For International Law the private library of Professor

Louis Strisower, at one time President of the Institute de Droit International, has been obtained. This collection of approximately five thousand volumes embraces material in the various allied fields of private and international law and relations, etc., dating from the seventeenth century to the present day. Perhaps the most outstanding section is that of periodicals and serials in which is to be found files of *Das Staatsarchiv*; *Journal du Droit International Privé*; *Zeitschrift für Völkerrechts*; *Annuaire de Législation Étrangère*; *Annuaire de Législation Française*; *Archiv für Öffentliches Recht*; *Archiv für Soziale Gesetzgebung*; *Revue de Droit International et de Législation*; *Revue Générale de Droit International Public*; *Annuaire de l'Institut de Droit International*; *Rivista di Diritto Internazionale*; *Zeitschrift für Internationale Privat und Strafrecht*. Mention should also be made of such works as Bynkershoek, *Opera Omnia*; Grotius, *Epistolae*; Leibnitz, *Mantissa Codicis Juris Gentium Diplomati*; *Négociationes Secrètes de Munche et d'Os-naburg*; Dumont, *Corps Universel Diplomatique du droit des gens, et Suppléments*; Paradiere-Fodere, *Traité de Droit International Public Européen et Américain*; Lapradelle et Politis, *Recueil des Arbitrages Internationaux*; Martens, *Recueil de Traités et Conventions conclus par la Russie avec les Puissance Étrangères*. Together with the books in this field already in our libraries, a basis is made for a distinctive collection in the field of international law and international relations.

5. In American Church History two collections recently acquired are notable. First is one of the printed Diocesan Records of the Protestant Episcopal Church, which includes practically every official diocesan report published down to the recent past. The other is a collection of the minutes of Southern Baptist Associations and the Southern Baptist Convention, also various Baptist periodicals. These two collections contain material that is very scarce and difficult to procure. Outside the official archives of the Protestant Episcopal Church these long runs of diocesan reports cannot be duplicated, and the collection of Baptist material likewise can hardly be found outside a few denominational libraries. Additions pertaining to

American Methodism are also constantly being made, consisting of Conference Minutes, Official Reports, and periodicals.

6. Another phase of concentration is appropriation for research. Each year a certain portion of the budget book fund is reserved for research grants to professors and instructors in the University, which grants are made by the President upon recommendation of the University Committee on Research. These grants are in units of five hundred dollars or less. Such small sums, when renewed from year to year, produce well-rounded collections on certain subjects. Especially when the professors who receive the awards are on leave of absence, opportunities are always found to secure materials on most favorable terms. Illustrative is the case of Dr. John Tate Lanning. He was awarded a research grant and supervised its expenditure while on leave of absence in South America on a Guggenheim fellowship. The result was the acquisition of over a thousand volumes relating to Latin America, selected by him and purchased from dealers who do not issue catalogues. In this way our Peruvian collection, already large, was extended, and many works relating to Chile and Argentina were acquired. Through personal contacts Dr. Lanning was able to secure as gifts to the library some five hundred volumes from public ministries, university libraries, and individuals.

7. An important aspect of concentration has been the policy to increase the periodical and monographic subscriptions, irrespective of any departmental appropriations, because this class of literature is essential to research as well as cultural interests. In this way the subscriptions, including newspapers, which in 1925 were 554, have today reached 2,115 in the General Library and the professional schools.

8. Another application of concentration has been the assembling of a cosmopolitan collection of newspapers. In the days of the Trinity College Library, a considerable number of American newspapers, principally of Southern origin, were secured through the activity of the Trinity College Historical Society, and in 1925 the count was approximately 1,200 volumes. Realizing that there is no cosmopolitan collection illustrative of

the newspaper press south of Washington, we have undertaken to make such a collection. To date the number of volumes acquired since the foundation of the University is approximately five thousand, making a total of over six thousand; and these come from the presses of every American state save Arizona, Utah, Wyoming, North Dakota, and Oregon, and of twenty foreign countries. The publication of a newspaper check list, to be issued serially, has been undertaken, the first issue embracing a catalogue of the American newspapers from Alabama through Georgia.

9. Finally, through the generosity of a benefactor, there is being brought together a vast amount of material relating to the region in which the University is located. Our aim is to secure a copy of every book and pamphlet published in the South, concerning the South, or by a Southerner, and also Southern newspapers and manuscripts. To date several thousand titles of printed material have been secured, which, with the considerable collections made during the past twenty years, make the Duke Library a distinct center for Southern Americana.

Gifts. As intimated in the last paragraph, gifts are an important part of our acquisitions. Many individuals and institutions, realizing that there is being made here an effort to establish a library of genuine university proportions, have generously donated books and contributed funds. Thus the *Commercial and Financial Chronicle* of New York presented to us several thousand volumes from its economics library. Numerous state libraries, notably that of Connecticut, have contributed files of state documents. Partly through the contributions of benefactors, approximately 1,700 volumes, representing the works of the leading Scandinavian authors since 1860, has been acquired, and likewise three thousand titles relating to the political, economic, and social life of France from the early eighteenth century down to 1830. The monetary contributions of benefactors in the last three years amount to over forty thousand dollars, and the total number of volumes received by gifts

the past two years has exceeded the number of volumes acquired through purchase in 1925 and 1926.

Manuscripts. The question of gifts also brings forward the question of manuscripts. Years ago many manuscripts were secured, almost entirely as gifts, by the Trinity College Historical Society. There then came a lull in this activity, but in the past three years a steady flow of manuscript material has set in, mostly through direct gifts or purchase through the generosity of a benefactor. The principal items in this class of acquisitions are as follows:

1. From beyond the seas a number of manuscripts of Dante Gabriel Rossetti have been acquired, which include five hundred lines of unpublished verse, twenty-five being sonnets in English and two in Italian; many original versions of poems already published; a prose sketch for the narrative poem *Rose Mary*; plans for an unfinished lyrical tragedy, "Doom of the Sirens"; and notes for "God's Grael," of which only a few lines were ever composed. These have been analyzed and published by Professor P. F. Baum in *Dante Gabriel Rossetti, An Analytical List of Manuscripts in the Duke University Press, with hitherto Unpublished Verse and Prose* (Duke University Press, 1931).

2. A manuscript in Greek of the New Testament, dating apparently from the thirteenth century, probably of South Italian origin, with a binding of the fourteenth century. The reading is that of the Received Text, with variations which are a fruitful subject for research. All the books of the New Testament are found, including the Apocalypse. The volume is well decorated, titles of each book being in illuminated lettering, embellished with scrolls and symbolic designs.

3. Pertinent to American literary history has been the rescue of 1,200 pages of manuscripts, once belonging to Dr. Thomas Holley Chivers, lost Georgia poet, friend and contemporary of Edgar Allan Poe. The collection includes fifty-three letters to Chivers, twenty-eight by Chivers, four plays, sixty-seven essays, and 307 poems. Another literary acquisition is a diary of Alexander B. Meek, Alabama poet, and his

manuscript copy of "Red Eagle"; a number of letters of other literary men of America have also been acquired.

4. A still larger manuscript collection, invaluable for literary history, is the correspondence of Paul Hamilton Hayne, South Carolina poet, consisting of four thousand letters. The collection contains not only personal and family letters of the poet but also communications from a varied number of correspondents. Notable are letters from such political leaders as Hugh S. Legare, Robert Y. Hayne, Andrew Jackson, and Alexander H. Stephens. Among the literary correspondents are Oliver Wendell Holmes, John Greenleaf Whittier, Henry W. Longfellow, and Edward Clarence Stedman of the North; and such Southern writers as Charles Gayarre, Sidney Lanier, Henry Timrod, Margaret J. Preston, and William Gilmore Simms.

5. Letters of Robert E. Lee, fifty-two in number, and also letters from various members of his family, chiefly Custis Lee. Most of these letters are dated prior to 1860 and relate to family and personal affairs.

6. Over one hundred letters written in South Carolina and Georgia during the American Revolution, seventy-three being letters of General Nathaniel Greene, others being from the pens of such leaders as Henry Lee and Nathaniel Pendleton of Virginia, George Walton, Abraham Baldwin and John Habersham of Georgia, Thomas Sumter, Peter Horry, and Andrew Pickens of South Carolina, and also General Robert Howe and Admiral D'Estaing.

7. A Confederate collection consisting of manuscripts relating to civil as well as military affairs. It contains the *Official Register of the Confederate States Congress*, which gives the captions, dates of passage by Congress and of signature by President Jefferson Davis, of the statutes enacted by the Congress of the Confederate States. Since the Confederate Statutes, as printed, were never all published in one collection, and since many statutes were never given to the press, this Register has the peculiar value of being the only complete and official check list of Confederate legislation. In addition the Library

has also acquired ninety manuscript acts and resolutions of the Confederate Congress, of which many were apparently never published. Also there are approximately one thousand official memoranda and letters of the Ordnance Department concerning supplies at Vicksburg, Mississippi, and the commissary manuscripts of Jackson's army in 1862.

8. Correspondence and business records of John Hook, Scots merchant of Virginia in the eighteenth century; also the business records and correspondence of Alexander Cunningham of Petersburg.

9. The plantation diaries and records of William and Thomas Massie of Virginia and Richard Singleton of South Carolina.

10. A dozen letters of John Randolph of Roanoke, personal in nature, written during his foreign mission.

11. A copy of the memoir of Reverend John O'Neale, Quaker minister of South Carolina, who left that state for Indiana sometime prior to 1850.

12. Letters of the late Admiral Alfred Thayer Mahan, famous naval expert, to Captain Samuel A'Court Ashe of Raleigh, extending over a period of fifty years, 176 in number.

13. Finally, mention should be made of a portion of the correspondence of William H. Crawford, of Georgia, and numerous letters of General Edward Harden and his daughter, Mary Harden, of Athens, Georgia.

With the growth of the University, it has been necessary to expand the library organization. To this end separate libraries have been established for the Law School, the Medical School, and the Woman's College. Each of these is in charge of its own librarian and staff, but for purposes of coördination the office of Director of Libraries has been established, the Director being responsible for personnel and finance throughout with the exception of the Medical School Library, which is supported by the hospitalization funds of the Duke Endowment and is therefore known as the Duke Hospital Medical Library. A few words regarding the growth of these newly organized libraries is pertinent.

The Law Library was opened in the autumn of 1930. It has the advantage of receiving by transfer from the General Library 13,119 volumes. In addition there were accessioned 10,910 volumes, bringing the number on July 1, 1931 to 24,029. By January 1, 1932, additional titles to the number of 5,924 had been accessioned, bringing the total to 29,953 volumes. An important feature of this development was the acquisition of American State Reports, making the collection ninety per cent complete. The periodical files were increased, current subscriptions being raised to 135. Large additions were also made of texts, treatises, and general works on jurisprudence. Of particular significance was the acquisition of 2,510 volumes pertaining to Continental European Law, selection being made with the generous assistance of Professor George E. Osborne of Stanford University.

There were many gifts during the year. Particular mention should be made of four. More than one thousand volumes were presented by the firm of Lee and McCanna of Providence, Rhode Island, through the medium of the late Thomas Z. Lee, member of the firm. Hon. William H. Sawyer, Chief Justice of the Superior Court of New Hampshire, repeatedly made gifts. Dean Miller of the Law School presented a type-written record of the Proceedings of the Joint Committee on Criminal Justice, appointed by the American Bar Association, the American Law Institute, and the Association of American Law Schools; and Professor McDermott of the Law Faculty contributed six English legal documents on parchment, ranging in date from 1671 to 1712.

At present the Law Library ranks twentieth among the libraries of American law schools. There are, however, many lacunae to be filled to make it a satisfactory working collection. Especially must all the statutes, English and American, older treatises, and works in domains closely related to Law be acquired.

The Woman's College Library was also opened in September, 1930, in the building on the East Campus formerly occupied by the General Library. As all the volumes were removed

to the new building on the West Campus, the Woman's College Library has had the handicap of beginning operation without any accumulation of books. The accessions for the first year numbered 7,110; since July, 1931, the new accessions reached 2,517, making a total of 9,627.

The policy in acquisitions has been to emphasize the needs of courses given at present in the Woman's College; texts and reference books for required reading in such courses have been given priority. This has not, of course, prevented the acquisition of general reference works for the reading room, and subscriptions have been entered for 171 periodicals and newspapers. As time passes and the needs for reference books for specific courses diminish, the policy will be to widen out and develop for the Woman's College a well-rounded college library. It is the intention to place emphasis on certain lines of books. At present Elementary Education is receiving special attention, all books in the University in that field being placed in the Woman's College Library. Likewise with reference to books on Art, this library will become the University center for the literature of that subject. It should also be noted that two large rooms, intended originally for reading rooms, and one small reference room have been converted into galleries. In these has been placed a large general art collection loaned to the University by Mrs. Margaret L. Barber of Williamsburg, Missouri. It consists of paintings (European, Oriental, and American), early American furniture, and a wide selection of pewter, early glass, china, and porcelain ware. In one of the galleries, also, there is the rare *Birds of America*, elephant edition, by Audubon.

The need of books for pure enjoyment has not been overlooked. A Book Lovers' Room has been opened with a few hundred volumes and some odds and ends of good furniture; thus the beginning of an interesting collection of noted books in every field of knowledge has been made. A newly-organized society, the Gamma Iota Gamma, has sponsored the Library, being pledged to present to the institution each year the books it has acquired for its own use.

The Hospital Library (Medical) has had a rapid growth

due to a grant for capital expenditure of one hundred thousand dollars by the Duke Endowment. On July 1, 1931, the number of volumes accessioned and catalogued was 18,752, and on January 1, 1932, the additions were 2,597, bringing the total to 21,349. In the acquisitions emphasis has been placed upon periodicals and monographs, not only medical but those in related fields, and the current subscriptions number 450. Here may be found, for instance, the *Philosophical Transactions of the Royal Society of London*, the *Histoire, Memoirs, et Compte Rendus de l'Academie de Sciences* (Paris), and the *Proceedings of the Koninklyke Academie von Wetenschappen* (Amsterdam). Note should also be made of the acquisition in photostatic reprint of the scientific and mathematical works of Leonardo da Vinci.

Notable additions have come from gifts. The books and periodicals collected by the late Dr. J. Howell Way, long a member of the North Carolina State Board of Health, were presented by his family. The Georgia Medical Association has also deposited with the Hospital Library its older medical works, consisting of more than five thousand volumes. This collection is invaluable because of its English and early American works in medicine and its complete files and long runs of periodicals. Among the latter should be named the *Annals of Medicine*, *Archives of Diagnosis*, *Inter-State Medical Journal*, *London Medical Journal*, *Maryland and Virginia Medical Journal*, *Medical Repository*, *Medical Examiner*, *Medical Facts and Observations*, *North American Medical and Surgical Journal*, and the *Journal of Tuberculosis*. Among the titles of English medical books are Wiseman's *Treatise on Tumors* (1676); Atkins, *Navy Surgeon* (1742); Pugh, *Treatise on Midwifery* (1754); *Medical Essays and Observations of the Society of Edinburgh* (1771); Monro, *Observations on the Structure and Functions of the Nervous System* (1783); and Rowley, *Treatise on One Hundred and Eighteen Principal Diseases of the Eyes and Eyelids* (1790). Cullen, Cooper, and Spurzheim are among the authors of early American works. These, with a number of titles in the Americana collection of the General

Library, which includes books and essays by Bell, Currie, Charles White, Tytler, Smyth, Robert Johnston, Perkins, Robert Davidson, John Lamb, and John Church, lay an excellent foundation for study in the evolution of medical thought.

Publications. To make known to the public and readers the resources of the Libraries, a series of Bulletins of the Duke University Library has been established, in which appear the Annual Reports; two numbers have been devoted to special collections: the Library of Paul Hamilton Hayne (No. 2) and Letters of Alfred Thayer Mahan to Samuel A'Court Ashe (No. 4). Because of the increasing need of issuing bibliographical material, a separate series has been arranged this year: "Bibliographical Contributions of the Duke University Libraries," of which the first issues will be devoted to a check list of newspapers, the first number being a *Check List of United States Newspapers, Alabama to Georgia*.

Administrative Costs. The rapid library expansion here sketched has been accomplished with great economy. The ratio of salaries to the expenditure for books and administration (building maintenance excepted) is a little over thirty per cent—the lowest ratio reported by any university library. Efficiency of the workers has been exceptionally high. That a library ranking fifth in expenditure for books should at the same time rank fourth in accessions, indicates that the Order Divisions have spent the appropriations well. An examination of statistics also reveals that twenty cataloguers in one year made and filed 133,205 cards, a record unsurpassed among American libraries. It is doubtful if this low-cost ratio of salaries can be maintained because the ever-increasing number of volumes received, especially those of a technical nature, will require the employment not only of a larger number of employees but also of more specialists. It should be remarked in this connection that the University authorities have been unusually generous in that certain groups of the library staff are allowed to participate in the retiring allowances provided by the University.

Growing libraries are like an avalanche—they increase in size and gather momentum from year to year, and nothing but

catastrophe can stop their increase. Such certainly is the case of the Duke libraries. Although their growth has been remarkable, there is one great handicap; namely, that the slack of years gone by, when the revenue for books was small, has yet to be taken up. Again, needs constantly arise for new ventures in the gathering of books. I specifically mention the following:

1. For our own use and that of visiting scholars, there is need of a large collection of American state documents and those of the leading European nations. There is no such collection south of Washington, and nearly every day there are demands upon us for the use of such material. We have an excellent foundation, due to the large number of gifts from state libraries and certain investments made in British documents and journals and the legislative journals of France, Spain, and Germany.

2. A promising venture in acquisitions would be the collection, irrespective of departmental divisions, of all kinds of material relating to literary, political, and economic conditions in some one country during a certain period. For example, a large sum spent on English life and letters in modern times would enable us to gather the works of literary men, politicians, and economists, also pamphlets, periodicals, and newspapers as they appear on the market, irrespective of any one person's preference or desires.

3. Something specific should be done regarding scientific publications. It is very unfortunate that in this scientific age nearly every scientific book, monograph, or journal is published in a small edition at a high price; then in a few years, when the demand comes from some library or institution for these works, the price has gone still higher because the editions are exhausted. There is need on the one hand for some specific funds to enable us to acquire a larger amount of scientific publications, and on the other hand, pressure should be brought to bear on scientific societies and the publishers of scientific books to issue larger editions, bringing the price more nearly within the range of the purchaser's pocketbook.

4. Finally, with the growing interest in art in the Univer-

sity, special funds should be made available for the acquisition of art books and art monographs.

To the specific causes just enumerated and all other interests of the Duke Libraries, the thought and aid of the University officials and also of benefactors are herewith bespoken. We are bending every effort to establish in the Southeastern region that which has not existed—a library of university proportions. Though our rapid growth now gives us priority in the section, our task is far from complete; in fact it has neither end nor limit.

W. K. BOYD, *Director*.

THE DUKE UNIVERSITY PRESS

To the President of the University:

The Duke University Press, organized in 1924, has published forty-nine books in different fields, forty-six of these having been issued since 1925. In addition to the books, the activities of the Press are represented in the publication of seven scholarly periodicals.

Due to the rapid growth of the Press and the problems incident thereto, an amended plan of organization was adopted in January, 1930, providing for an editorial board to pass upon the availability of manuscripts submitted for publication, and a board of management to handle business matters, with an editor and a manager in direct charge working with the two boards. Dr. J. Fred Rippy is editor of the Press and Mr. Ernest A. Seeman, manager, the latter having devoted his entire time to the work for the past several years. The plan in operation, providing for a division of responsibility and at the same time for effective coöperation in matters where joint action is desirable, is proving quite efficient.

Naturally, the Press is not a profit-making institution, nor is it designed to be. A substantial annual appropriation from the University is necessary in order that the publication of scholarly works that are outside the field of the commercial publishing houses may be assured.

The volumes published by the Duke Press embrace books covering a wide range of investigation and research. How city bosses are made, the struggles of the country church in North Carolina, how the subtle inroads of anemia or insanity may be thwarted, the story of the movement for international peace, the organizing of labor, how the ideas of the Jews spread over the ancient world, the ideals of William Morris and the experimentations of Shelley, the observations of a Southern traveler in the Orient, the influence of the Huguenots in South Carolina, the origins of the Methodist, Baptist, and Presbyterian

denominations in America—these are some of the various themes.

The more than two-score contributions of the Press have been made in the following fields:

Religion	6	Fine Arts	2
Medicine	1	Literary Criticism	6
Psychology	1	Biography	2
American History	3	Philosophy	1
Southern History	7	Education	1
International Relations and Latin American History	4	American Literature	1
European History	1	Travel	2
Economics and Politics	2	Labor Relations	2
English	1	Ethnology	1
		Botany	1
		Zoölogy	1

Following are the titles and authors of the books published to date, members of the Duke University faculty being the authors of quite a number of them:

Anthology of Verse by American Negroes. N. I. White and W. C. Jackson.

Political Ideas of the American Revolution. Randolph G. Adams.

John Lawson Monographs. Edited by W. K. Boyd.

Antonio de Mendoza: First Viceroy of New Spain. A. S. Aiton.

The Archive Anthology. R. P. Harriss.

The New England Clergy and the American Revolution. Alice M. Baldwin.

Analytical List of Rossetti Manuscripts. Paul F. Baum.

Laboratory Manual of General Botany. H. L. Blomquist and Numa Wilkerson.

Story of Durham. W. K. Boyd.

Religious Aspects of the Conquest of Mexico. Charles S. Braden.

Church and State in Mexico. W. H. Callcott.

Doctrine of the Servant. L. L. Carpenter.

Origins of the Whig Party. E. M. Carroll.

Pernicious Anemia. B. S. Cornell.

The Southern Frontier. V. W. Crane.

The American Peace Crusade. M. E. Curti.

Chile and Its Relations with the United States. H. C. Evans, Jr.

The Great Awakening in Virginia. W. M. Gewehr.

Dante's Conception of Justice. A. H. Gilbert.

Labor and Politics in England. F. E. Gillespie.

The Lost Tribes a Myth. A. H. Godbey.
 Periodicals of American Transcendentalism. C. L. F. Gohdes.
 Laboratory Manual for General Zoölogy. F. G. Hall.
 English Verse Between Chaucer and Surrey. E. P. Hammond.
 Loyalism in Virginia. I. S. Harrell.
 Social Philosophy of William Morris. A. A. Von Helmholtz-Phelan.
 Huguenots of Colonial South Carolina. A. H. Hirsch.
 Danish Sound Dues and the Command of the Baltic. C. E. Hill.
 Grub-Street Journal. J. T. Hillhouse.
 Lysippos. F. P. Johnson.
 Carlyle's Theory of the Hero. B. H. Lehman.
 Organized Labor and the Law. A. T. Mason (now out of print).
 Francisco de Ibarra. J. L. Mecham.
 The Country Church in North Carolina. J. M. Ormond.
 Amadas et Ydoine. J. R. Reinhardt.
 John Slidell. L. M. Sears.
 Jefferson and the Embargo. L. M. Sears.
 Georgia and the Union in 1850. R. H. Shryock.
 State and Federal Corrupt Practices Legislation. E. R. Sikes.
 The Tillman Movement in South Carolina. F. B. Simkins.
 Desire and Restraint in Shelley. Floyd Stovall.
 A Pioneer Tobacco Merchant in the Orient. James A. Thomas.
 Trailing Trade a Million Miles. James A. Thomas.
 Mary II, Queen of England. N. M. Waterson.
 Norfolk: Historic Southern Port. T. J. Wertenbaker.
 Tambo and Bones. Carl Wittke.
 City Bosses in the United States. Harold Zink.

In addition to the above, quite a number of other manuscripts are now in the hands of the editorial board for consideration.

A plan has been effected for an exchange arrangement between the Press and the Duke Library which will provide a considerably increased outlet for publications of the Press.

Approximately 16,000 copies of these books have to date been sold and sent out for review and exchange in this and other countries, including England, Scotland, Ireland, Wales, Mexico, Hungary, South Africa, Syria, India, France, Germany, Chile, Paraguay, Canada, Czecho-Slovakia, Guatemala, Italy, Holland, Switzerland, Colombia, Portugal, Philippines, Porto Rico, Virgin Islands, Cuba, Spain, Ecuador, Brazil,

Argentina, Nicaragua, Uruguay, Jamaica, Poland, Bolivia, Venezuela, Russia, Japan, and China.

Exhibits have been made in several foreign countries, and distributing agencies for the Duke University Press have been established in New York, London, Buenos Aires, Manila, Tokyo, and Shanghai.

During the past year 10,000 copies of the annual catalogue have been issued. A total of 212 reviews of Press books in leading newspapers and magazines of this and other countries were received during 1931.

To the world of scholarship the University gives seven interpretative and research journals edited at Duke. This is done at considerable cost, since none of these journals is self-sustaining. The periodicals issued are as follows in the order of age: *The South Atlantic Quarterly*, *The Trinity College Historical Papers*, *The Hispanic-American Historical Review*, *American Literature*, *Ecological Monographs*, *Psychological Monographs*, and *Research Studies in Education*. Incidentally, *The South Atlantic Quarterly* is the second oldest publication of its type in the South, being now in its thirty-first year.

The publication of two other periodicals in separate fields of scholarship is contemplated and will doubtless be undertaken at a somewhat later date.

The purpose of the Duke University Press is to make a definite contribution in the realm of accurate scholarship through the publication from time to time of books and periodicals that might never be published at all except through some provision of this kind. The Press recognizes three obligations: first, to print results of scientific research for the scholarly community; second, to print and interpret and re-interpret facts for the general reader interested in matters of serious import; third, to incorporate new facts and new methods of presenting facts in textbooks for universities, colleges, and secondary schools. The success already achieved along these lines gives reason to hope for increased accomplishments in the years that are ahead.

HENRY R. DWIRE, *Director*.

REPORT OF THE COMMITTEE ON RESEARCH

To the President of the University:

There is submitted herewith the report of your committee on research covering the status of research and scholarly publication during the six years since the founding of the University. Before reporting in detail the developments in this period it may be well to point out that they represent at least in part the continuation and expansion of policies which had their inception in Trinity College before the founding of the University. Active interest in research and investigation by certain professors led to the formulation in 1919 of a definite research policy marked officially by the addition of a research committee to the standing committees of the faculty. Through the initiative of this committee there were established grants-in-aid in units of five hundred dollars or less for the purchase of books or of scientific equipment necessary for the promotion of investigations by qualified members of the faculty; a system of granting sabbatical leaves was also introduced; and a policy instituted under which worthy manuscripts were recommended to the college committee on publications. The operation of these programs in Trinity College became a reality through the work of Professor W. K. Boyd and the late Professor J. J. Wolfe and with the active coöperation and support of your administration. With the organization of Duke University these projects became the nucleus of three present university policies which have important bearing on scholarly productivity and on research and investigation. These are the expanded program of research and investigative subsidies, the university sabbatical leave, and the Duke University Press representing the consolidation of publication activities. Their incorporation as an integral part of the program of Duke University constitutes one of the best guarantees that our institution will fulfill one of its primary obligations as a university: that of the advancement of knowledge.

The growth of research activities at the University is indicated in small part only by the increase in number of grants-in-aid and the funds available for them. In the academic year 1925-26 grants aggregating six thousand dollars were allowed while in 1931-32 forty-three grants totalling over twelve thousand dollars were allowed. The expenditures in 1931-32 under these grants were distributed as follows: for books, manuscripts, etc., \$9,400; for scientific equipment and research assistants, \$3,275. This increase in expenditures is more significant if considered in the light of the large increases made in the budgets of the scientific departments during this period, some part of which went directly or indirectly to support research and if it be remembered that the amount of general library funds for purchase of books increased from \$25,308 in 1925-26 to \$171,106 in 1930-31. Factors of prime importance to research development were the completion and occupation in 1930-31 of properly equipped scientific laboratories for biology, chemistry, and physics and of a general library. The conveniences thus made available have been powerful stimulants to research and investigation during the past year and will continue to be so in the future.

One of the significant trends in research generally, especially in scientific fields, has been the growth of coöperative projects. Among such projects may be mentioned that of Professors A. S. Pearse and F. G. Hall under joint subsidy from the University and the Carnegie Institution of Washington, consisting in a study of the principles and factors underlying the transmigration of marine forms to land forms; and that of Professor C. W. Edwards in coöperation with the Bureau of Standards relative to the causes of and phenomena accompanying radio signal fading.

Another coöperative aspect of our research policy which originated in Trinity College and which was carried over to the life of the University is that of investigation of the problems of industry. For years members of the scientific departments were frequently called upon by the manufacturing concerns of Durham for expert advice. In 1920 through the initiative of

the Department of Chemistry an arrangement was made with the Liggett and Myers Tobacco Company by which industrial research fellowships were established in the Department of Chemistry and the holders of the stipends were assigned the investigation of certain problems in connection with the manufacture of tobacco. After 1928 the work was reorganized in larger proportions as the Liggett and Myers Research Foundation and the projects carried out under it included the investigation not only of manufacturing processes but also those of production, from the standpoint not only of Chemistry but also of Botany and Entomology. Two groups are engaged in the work: the consulting group consisting of certain members of the Departments of Chemistry, Botany, and Zoölogy, and the technical group including experts in Plant Chemistry, Physical Chemistry, and Microchemistry. The general direction of the organization is under the Department of Chemistry and the staff at present includes sixteen persons.

This *modus operandi* by which the University and one industry coöperate in finding ways and means to improve the industry is worthy of mention not only for its own intrinsic worth, but also because it is suggestive of the possibilities open to the University in improving through research the general economic situation in the region in which it is located—as it was indeed exhorted to do by the founder. In this connection it is appropriate to mention here the organization known as the Duke Forest, one of the objectives of which is the study of the forestry problems of the region with a view to their improvement through research and investigation.

Another coöperative aspect of our general research program is seen in the grants-in-aid awarded during this period to a number of the younger members of the faculty on leave of absence from the University by such agencies as the Guggenheim Foundation, the Carnegie Institution, the Social Science Research Council, and the American Historical Association. Such grants together with our system of sabbatical leaves have contributed and will continue to contribute greatly to the intellectual growth of our faculty. In addition they have resulted, in spe-

sific instances, in outstanding contributions to knowledge in the University's name as recorded hereafter, as well as in certain intangible though equally important consequences which have bearing on the development of our research interests. Among such consequences may be mentioned: the broadening of the academic contacts of our faculty, a factor of importance to scholarship and research, particularly in a new and growing university; the opening of new avenues for acquirement by purchase or gift of important source materials for our libraries, which has led, particularly in the fields of English Literature, History, Economics, and French to the addition to our library of a number of very important collections at a very substantial saving to the University.

Since its establishment and under the capable editorship successively of Professors Boyd, Laprade, Baum, and Rippy the Duke University Press has published over fifty books and monographs. While it is easy to realize the value of publications such as the excellent ones of Professor Lundholm in abnormal psychology because of their humanitarian interest, we are prone at times to forget the necessity of building up the scholarly background of other fields of human interest through the publication of specialized studies in these fields. By reason of their restricted appeal such studies are not commonly published by commercial publishers. Through the provision of an outlet for such publication, both for the members of our own faculty as well as for those outside the University, our press has fulfilled one of its primary functions as a university press.

Aside from individual manuscripts published by the Press three of its publications are of great significance from the standpoint of the broad research interests of the University. These are its three periodicals, *The Hispanic American Review*, *American Literature*, and *Ecological Monographs*. The last two of these are edited by members of our own faculty, Professors J. Hubbell and A. S. Pearse respectively. The first is under the joint editorship of J. A. Robertson and Professor J. Fred Rippy, the latter of our faculty. Filling a real and urgent need for media of publication in their respective fields, they have been

ably edited and have already attained prominence as journals of recognized scholarly worth and high standards. These three scholarly periodicals add to and carry on the traditions established in 1902 through the publication at Trinity College of *The South Atlantic Quarterly*. Published now by the Press under the editorship of a board of members of our faculty headed by Professor W. H. Wannamaker, it still maintains the high standard which early gave it prominence as one of the leading Southern reviews.

The foregoing survey has dealt with the broader aspects of our research program. In recording the scholarly and research publications of our faculty for the period 1925-1931, cognizance is taken of the fact that a number of important additions to our faculty have been made during the past two or three years. The addition of a noted scholar or investigator to the faculty makes available, after a necessary period of adjustment, the entire background of his scholarship and research for incorporation with the intellectual interests of the University as a whole. It has therefore seemed proper to include in the record all publications for the period 1925-31 of such members of the faculty as indicative of their attainments and interests in research or investigation during this period. As a matter of record all publications as from Duke University during these years are starred. The list so prepared is appended to this report and includes the published contributions to knowledge during this period of the members of the faculties of the Graduate School of Arts and Sciences and of the Undergraduate Colleges. Following this list will be found the publications of the members of the faculties of Religion, Law, and Medicine listed separately under the head of each of these schools.

While any attempt to discuss adequately the significance of all the entries in the list of publications of the faculties of the Graduate School and Undergraduate College would be impossible here, there are certain publications among those which are starred as being published from Duke University, to which, because of their interest and timeliness, it seems appropriate to call attention.

In the field of the humanities there may be noted the following publications: by Professor A. H. Gilbert, a study of *Dante's Conception of Justice*, published by our press, and a number of significant articles contributed by him to scholarly periodicals in relation to Milton and to the intellectual background of Dante; by Professor N. I. White, a number of studies of importance on Shelley and the publication by the Harvard Press of his collection of *American Negro Folk-Songs*, edited by him, which attracted wide attention; the continuation by Professor F. A. G. Cowper of his studies on the Old French Romances; and the contribution of a number of significant articles on the Alexander Legend by Professor A. R. Anderson. The problems of teaching and instruction have not been ignored in this field as is shown by the publication of a number of texts as follows: *Outlines of English Literature* by Professor F. C. Brown with other members of the department of English; *English Literature* by Professor F. C. Brown and W. K. Greene, and *English Grammar for College Students* by Professor F. K. Mitchell.

The field of the social sciences is well represented by the appearance of a large number of books and articles among which are to be noted the following: Professor C. B. Hoover's *Economic Life of Soviet Russia*, which was widely read not only because of its timeliness but also because of its scholarly analysis and presentation; the publication of Professor Wm. McDougall's *Modern Materialism and Emergent Evolution* and his *World Chaos—the Responsibility of Science*, both of which have provoked much discussion because of their significant philosophic and social implications; Associate Professor Carroll's scholarly and important study of *French Public Opinion and Foreign Affairs 1870-1914*, which has led to a revision of historical opinion with reference to certain aspects of the Franco-Prussian War; Professor E. J. Hamilton's significant studies of the monetary history of sixteenth and seventeenth century Spain made under joint subsidy from the Rockefeller Foundation and the University; Professor J. F. Rippy's numerous contributions to the political and economic history of His-

panic America; Professor R. H. Shryock's writings on medical and public health history, of interest not only in themselves but as illustrating the value of research in the history of the sciences; Professor R. R. Wilson's investigations in international law relative to arbitration; and Professor W. T. Laprade's studies of the relation of group and parties to British public opinion and the development of eighteenth century politics. Among important publications in the form of textbooks and as indicative of the interest of the members of this group in pedagogical problems related to research there may be mentioned: Assistant Professor C. E. Landon's *Modern Industry* (with E. R. Bogart) and Professor W. T. Laprade's *British History for American Students*.

The mathematical and natural sciences have contributed a number of publications giving the results of important researches in these fields as follows: Professor A. S. Pearse's studies of the ecology of parasites; Associate Professor W. C. Vosburgh's important contributions to the chemistry of the Weston Standard Cell; Assistant Professor Nielsen's studies on the ionization and band spectra of mercury vapor; Professor F. G. Hall's investigations in the physiology of marine fishes, subsidized jointly by the University and the United States Fish Commission, of significance not only as contributions to general physiology but in their bearing on the economic aspects of one of our food supplies; in mathematics the contributions of Professor W. W. Elliott to the theory of Green's Functions, of Assistant Professor A. O. Hickson to the study of boundary value problems and of Assistant Professor J. M. Thomas to the systematic investigation of matrices of integers; the studies relative to the chemistry of the catalytic reduction of ketones of Assistant Professors L. A. Bigelow and J. S. Buck; Professor F. A. Wolf's investigations in plant pathology, particularly his studies of the mosaic disease of tobacco, which together with Professor H. L. Blomquist's systematic studies of the flora of North Carolina are good examples of the University's interest in the economic and natural background of the region in which it is located.

The active interest in research among the members of the growing faculty of our College for Women may be illustrated by the mention of such studies as those of Dr. Ruth M. Addoms in plant physiology and the contributions of Assistant Professor Dorothy L. Mackay to the history of medieval educational and charitable institutions.

There are evident certain deficiencies in our research program as a whole, outstanding among which is the lack of endowment specifically for research. Our present grants-in-aid come from, and therefore diminish, general library funds or departmental equipment budgets, a circumstance which increases greatly the difficulty of initiation of larger coöperative research projects. However, any serious attempt to make up this deficiency would require the command of funds very substantial in amount and difficult of acquirement in the present economic situation.

It seems in place, however, to make two proposals for the improvement of our general research program which while modest in their financial requirements would nevertheless result in real gains. Both would require but limited subsidy and no commitment as to funds beyond a given academic year.

The first of these is well established by precedent in a number of our large universities and has to do with a procedure for setting up a number of exchange professorships. It is not here proposed to build up heavily endowed professorial chairs of this type but to have one or more contingent funds which could be used to equalize differences between the salary (either actual or due to foreign exchange rates) of our own professor and that of the professor from the university with which the exchange is being effected, and also to cover costs of travel for both individuals concerned. Funds for such exchange arrangements if set up could well carry the names of the donors. Such a plan would be a potent factor in broadening the intellectual outlook of both our faculty and our graduate students as well as in consolidating the contacts of the University with other academic institutions.

The second proposal, related even more closely to our re-

search program, though somewhat of an innovation has much to recommend it in certain aspects of the situation both within and without the University. It would consist in the establishment of a number of university research scholarships open to qualified persons who had recently received the Ph.D. degree. It is generally recognized that some of our most promising future scholars and investigators are often forced by economic circumstances to interrupt their investigative career at a time when they are just beginning to realize their potentialities in this respect. The establishment of fellowships by such agencies as the National Research Council and the Social Science Research Council is indeed a direct recognition of the existence of this situation, which is moreover, greatly aggravated under the present economic conditions. Many such promising young scholars find themselves idle who would be glad of the opportunity to do research and investigation at a university in their chosen field provided they could be the recipients of stipends sufficient to provide at least a living at the university. The provision of funds for the year by year maintenance of such fellowships, if not for their endowment, would seem to be a cause worthy of benefaction, not only in the light of the present economic situation but because it would constitute a real contribution to our program through the association of such scholars with, and their addition to those now actively engaged in research and investigation at the University.

PAUL GROSS, *Chairman.*

PUBLICATIONS OF THE MEMBERS OF THE FACULTIES OF
THE GRADUATE SCHOOL OF ARTS AND SCIENCES
AND OF THE UNDERGRADUATE COLLEGES
OF DUKE UNIVERSITY IN THE PERIOD
1925-1931*

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THE DEPARTMENT OF PUBLIC RELATIONS AND ALUMNI AFFAIRS

To the President of the University:

The Department of Public Relations and Alumni Affairs was created January 1, 1930, although naturally much of the work embraced in the new department had been conducted before that time through separate channels. The report submitted herewith, in so far as it concerns the latter activities, covers the period from 1925 to the present time.

The Department, as now organized, comprises the Office of Public Relations and the Alumni Office. Those activities relating directly to the Duke University Press and similar publication interests of the University, included in the work of the department, are covered in a separate report.

ALUMNI AFFAIRS

The Alumni Office is divided into (1) the Division of Alumni Activities and (2) the Division of Alumni Records, both being under the supervision of the Director of Alumni Affairs with an Assistant Director and clerical assistants. The work of these two divisions is financed jointly by the University and the alumni and the purpose is to coördinate in them the various activities of the General Alumni Association, the General Alumnae Association, the Alumni Council and the Alumnae Council.

(a) *Collecting Alumni Data.* The Alumni Office is becoming more and more a storehouse for information about former Duke students. There are ever changing addresses (approximately two hundred per month), marriages that require changing of alumnae names and addresses, and a constant addition of young graduates and former students to the expanding files.

Each student registered in the Dean's office is given a complete set of records in the Alumni Office. There are four cards (1) alphabetical (2) by counties, states (3) classes (4) voca-

tional, and also a large jacket which is filed containing registration cards, photographs, newspaper clippings, letters, and all other information that it is possible to gather. Additional files are kept for the School of Law, School of Medicine, School of Religion, and the School of Nursing.

There are about one thousand unlocated alumni in the files that are being worked on constantly. There have been about three thousand previously lost alumni located in the past five years. A file of deceased alumni is also kept with the date, place, and cause of death.

The alumni records have grown from 8,000 in 1925 to 13,345 in 1931, with a mailing list in 1925 (located alumni) of 3,900, and in 1931 the mailing list of 6,644. A perusal of the records in the Alumni Office shows that at the present time 6,644 former students of the institution are located. One hundred counties in North Carolina are represented in the list, forty-seven states in the Union, and twenty-nine countries outside the United States. Oregon is the only state not represented. During the past year 855 names have been added to the list and for the first time every county in North Carolina is represented. One more state has been added and six foreign countries. The distribution of former students follows:

	<i>Alumni</i>	<i>Alumnae</i>	
North Carolina	3,536	1,202	
Other States	1,447	356	
Foreign Countries	79	24	
	<hr/>	<hr/>	
Total	5,062	1,582	6,644
Deceased file		3,000	
Unlocated		1,000	
In School file		2,600	
Inactive (In and Out of School)		101	
		<hr/>	
Total		6,701	6,701
		<hr/>	
Total Records			13,345

In addition to the card records referred to, other sources of information on file in the Alumni Office include the following:

bound volumes of the *Chanticleer* of past years; bound volumes of the *Alumni Register*; bound volumes of the University catalogues; files of photographs and cuts of alumni, faculty members, and students, and of campus scenes; class pictures (complete since 1906 and also including many previous years). Requests are constantly being received for information which can be supplied from the Alumni files, such requests coming from alumni and outside sources as well. A special effort is being made now to build up a greatly enlarged photographic file.

(b) *Alumni Publications.* The *Alumni Register*, published by the General Alumni Association and the University, now has a circulation of approximately seven thousand copies. The circulation has grown to this figure from 3,500 in 1925, and the *Register* is now issued twelve months in the year instead of nine. It is of standard magazine size and consists of thirty-two to forty pages. In addition to news regarding the doings of the alumni themselves, the constant effort is being made to acquaint them with the things that are happening on the two campuses. The two-fold purpose is to interpret the expanding Duke University to its alumni, and at the same time to interpret to the institution and those directing its destinies the aims, purposes, and achievements of the alumni themselves. The scope of the publication is being expanded from time to time. Copies of the monthly issue go to every county in North Carolina, and to every state in the Union with one exception, and to twenty-nine countries outside the United States.

Bulletins relating to various alumni projects are issued at intervals during the year. In addition to the contacts through the monthly appearance of the *Register*, at least four separate mailings go from the Alumni Office to the entire alumni list every twelve months.

The publication of a bound Directory of Duke University Alumni is contemplated, this to be issued as soon as additional records are compiled.

(c) *Organization of Alumni Groups.* The number of regularly organized class and local alumni groups has more than doubled since 1925. The number of class groups is now thirty-

five and of local alumni associations sixty-one, a total of eighteen new local groups having been organized within the past two years, one of these in Japan. It is hoped to organize several new associations within the next few months.

(d) *Alumni Meetings.* The Alumni Office plans each year the following meetings, in addition to the Duke University Day gatherings: Homecoming for Alumni in the Fall; Homecoming for Alumnae on May Day; Council meetings for alumni and alumnae in the fall and at Commencement; meetings on Alumni Day at Commencement, including the usual Commencement luncheon and business meetings (a total of 720 were in attendance at the 1931 Commencement luncheon); alumni meeting at Lake Junaluska in July; gathering of alumni at spring meeting of North Carolina Education Association. The office also coöperates in the annual Duke dinner held in connection with the North Carolina Conference of the Methodist Episcopal Church, South, and with other alumni gatherings.

(e) *Duke University Day.* On December 11, 1926, Duke University Day meetings were held for the first time in observance of the signing by the late James B. Duke on December 11, 1924, of the Indenture of Trust making possible Duke University. Ten local group meetings were held the first year. The number has grown steadily since that time until December 11, 1931, when fifty-two Duke Day dinners were held under the auspices of the University and the Alumni Office, including one in Japan. Among other meetings outside North Carolina were those held in New York, Washington, Philadelphia, Baltimore, Los Angeles, Nashville, Richmond, Atlanta, Birmingham, St. Petersburg, Fla., Roanoke, and Lynchburg. Speakers from the University delivered addresses at the various meetings.

(f) *Gifts to University.* In addition to the raising from year to year of the General Alumni Fund, the Alumni Office since 1925 has assisted in securing funds for the Memorial Gymnasium, the Stadium, the Duke Memorial, as well as individual and alumni group loan funds, and alumni gifts to various departments of the University.

(g) *Coöperation with Undergraduate Interests.* This fea-

ture of the work of the Alumni Office has been growing constantly. Following are some of the activities included under this head:

Helping committees with program plans for May Day; assisting University Musical Clubs in making contacts for concerts; coöperating in providing work for students; raising money for band; bringing to the campus distinguished alumni to address student body; building up a file of photographs and cuts relating to student interests for use by the *Register* and student publications; maintaining a general information service for the campus.

The Alumni Office endeavors to render service to the entire University community, including administrative officers, faculty, and students.

The Weekly Calendar of University events is issued from the office.

(h) *Expansion of Program.* Since 1925 the program of the Alumni Office has been expanded in various ways. Not only have the alumni contacts been enlarged, but notable progress has been made in the line of alumnae accomplishments. In the latter field may be included the following as representing movements inaugurated since 1925:

Alumnae Council formed; Alumnae Room furnished; \$1,000 Fannie Carr Bivins Loan Fund established; Wake County Alumnae Loan Fund of \$435 established; Undergraduate women entertained at teas each year; alumnae Homecoming on May Day inaugurated.

Plans are being formulated now for a further extension of Alumni Office activities, particularly in connection with the stimulation of interest in student loan funds. The office is co-operating with a number of local and class groups to that end.

PUBLIC RELATIONS

This branch of the Department of Public Relations and Alumni Affairs is concerned with those outside contacts that do not come specifically within the province of the Alumni Office. The Public Relations Office as now constituted embraces

the (1) Division of General Publicity (2) the University News Service; (3) the University Speakers Bureau, and (4) the Division of Publications.

(a) *General Publicity.* The Division of General Publicity deals with the circulation of information regarding Duke University not included in the regular newspaper service. This embraces special magazine features, the circulation through various channels of photographs and similar material, of pictorial booklets, and of motion pictures of campus scenes. The requests for these types of material are constantly growing. Also hundreds of letters are written in response to individual requests for information regarding various features of the University and its progress.

(b) *News Service.* The purpose of the News Service of Duke University is to supply to daily and weekly newspapers and to the various press associations matters of public interest regarding happenings at the University. The constant effort is being made to furnish readable information, not only relating to buildings and grounds and material equipment but to those more intangible and yet vitally significant things that mean so much in the life of a university such as scholastic achievements, scientific research, library development, and similar features.

The nation-wide interest in Duke University since 1925 has been reflected in the increased scope of the News Service. From a small list of newspapers in 1925 the Service has grown until now it has contact with papers in every state. There are more than three hundred daily papers on the mailing list compared with sixty five years ago. Much information sent out by the News Service is in response to direct requests from press agencies and newspapers for facts regarding certain features of the institution's growth and development. The purpose is not to send out a vast quantity of matter boasting of the University's achievements, but to present in a conservative and dignified way news in which the public generally is interested with a view to rendering a definite service to the newspapers and their clientele.

(c) *University Speakers Bureau.* Each year there are many requests for speakers from Duke for Commencement and other

occasions. The Public Relations Office strives to comply with these requests as far as possible. Last year University speakers were booked for over forty Commencement occasions. During the past few months many members of the faculty have been secured to speak at civic and literary club and other similar gatherings, to say nothing of conventions of various kinds. No honorarium is required in these cases, but the payment of the speaker's expenses is expected.

(e) *Division of Publications.* In addition to its connection with the Duke University Press, a detailed statement of which is submitted in a separate report, the Division of Publications has supervision of the publication of University catalogues and bulletins as well as pictorial booklets and similar matter. A number of bulletins are issued during the year. A central mailing system is maintained in connection with the office where all catalogues, bulletins, booklets, and similar material for the University are prepared for mailing.

(f) *Miscellaneous.* The Public Relations Office is constantly responding to requests from members of the University community for information and service along various lines. Its central location in the University Union puts the office in an especially favorable position to render such service. Along with other contacts, the office coöperates in every way possible with the student publications.

The staff has been coöperating in the work incident to the organization and maintenance of the University Appointments Office, and the director is serving as chairman of the Commercial Positions Division of that Office.

The Public Relations Office is coöperating constantly in the matter of securing distinguished speakers in various lines and in entertaining visiting individuals and groups. Recently the members of the North Carolina Press Association were entertained by the University under the direction of the Public Relations Office; in 1931 a barbecue was tendered the members of the American Association of College News Bureaus, to say nothing of other similar occasions.

A service for showing visitors over the campus and rendering other help to such visitors is constantly maintained, and the demands for this service are growing all the while.

HENRY R. DWIRE, *Director*.

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THE GRADUATE SCHOOL OF ARTS AND SCIENCES



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BULLETIN
OF
DUKE UNIVERSITY

THE GRADUATE SCHOOL
OF ARTS AND SCIENCES



1931-1932
ANNOUNCEMENTS FOR 1932-1933

DURHAM, NORTH CAROLINA
1932

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UNIVERSITY CALENDAR

1932		
June	13.	Monday—Registration of students for Summer School, first term.
June	14.	Tuesday—Instruction begins for Summer School, first term.
July	4.	Monday—Independence Day—A holiday.
July	21-22.	Thursday, Friday—Final Examinations for Summer School, first term.
July	22.	Friday—Registration of students for Summer School, second term.
July	23.	Saturday—Instruction begins for Summer School, second term.
Aug.	30-31.	Tuesday, Wednesday—Final Examinations for Summer School, second term.
Sept.	17.	Saturday, 4 P.M.—First regular faculty meeting of the academic year.
Sept.	21.	Wednesday, 9 A.M.—Formal opening of college. Registration of matriculated students.
Sept.	22.	Thursday—Instruction for sophomores, juniors, and seniors begins.
Sept. 22, 23, 24.		Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students.
Nov.	7-12.	French examinations for candidates for graduate degrees.
Nov.	11.	Friday—Armistice Day—Part holiday—Public exercises.
Nov.	14-19.	German examinations for candidates for graduate degrees.
Nov.	24.	Thursday—Thanksgiving Day—A holiday.
Dec.	12.	Monday—Duke University Day—Not a holiday.
Dec.	17.	Saturday, 1 P.M.—Christmas recess begins.
1933		
Jan.	3.	Tuesday, 8:30 A.M.—Instruction is resumed.
Jan.	21.	Saturday—Mid-year examinations begin.
Jan.	26-31.	Registration of graduate students for the second semester.
Feb.	1.	Wednesday—Second semester begins.
Feb.	22.	Wednesday—A holiday—Civic celebration in honor of Washington's birthday.

Mar.	6-11.	French examinations for candidates for graduate degrees.
Mar.	13-18.	German examinations for candidates for graduate degrees.
Mar.	15.	Wednesday—Last day for applying for University fellowships, graduate assistantships, and graduate scholarships.
April	13.	Thursday, 4 P.M.—Easter recess begins.
April	18.	Tuesday, 8:30 A.M.—Instruction is resumed.
May	1.	Monday—Last day for submitting theses for degree of Doctor of Philosophy.
May	15.	Monday—Last day for submitting theses for degrees of Master of Arts and Master of Education.
May	26.	Friday—Final examinations begin.
June	4.	Sunday—President's address to graduating class.
June	5.	Monday—Annual meeting of the Board of Trustees.
June	5.	Monday—Annual meeting of the Alumni and Alumnae Councils.
June	5.	Monday evening—Graduating orations.
June	6.	Tuesday morning—Commencement sermon.
June	6.	Tuesday—Alumni Day—Class Reunions. Afternoon—Alumni Address—meeting of the Alumni Association. Afternoon—Alumnae Address—meeting of the Alumnae Association.
June	6.	Tuesday evening—Reception in honor of the graduating class.
June	7.	Wednesday morning—Commencement address; graduating exercises.
June	7.	Wednesday afternoon at sunset—Lowering of the Flag by the graduating class.

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* On leave of absence, 1931-1932.

† For the year, 1931-1932.

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The date denotes the first year of service.

- ADAMS, DONALD KEITH, (1931) A.B., M.A., Ph.D.
Assistant Professor of Psychology1017 Rose Hill Avenue
- ADDOMS, RUTH MARGERY, (1930) B.A., M.A., Ph.D.
Assistant Professor of Botany 214 Faculty Apartments, East Campus
- ANDERSON, ANDREW RUNNI, (1929) A.B., Ph.D. 2404 Club Boulevard
Professor of Latin
- **BAUM, PAULL FRANKLIN, (1922) A.B., A.M., Ph.D.
Professor of English103 Faculty Apartments, East Campus
- BERNHEIM, FREDERICK, (1930) A.B., Ph.D. University Drive
Assistant Professor of Physiology
- BIGELOW, LUCIUS AURELIUS, (1929) S.B., Ph.D. 909 Gregson Street
Assistant Professor of Chemistry
- BLOMQUIST, HUGO LEANDER, (1920) B.S., Ph.D. 1305 B Street
Professor of Botany
- BOYD, WILLIAM KENNETH, (1906) A.B., A.M., Ph.D.
Professor of History 7 Beverly Apartments
- *BRANSCOMB, BENNETT HARVIE, (1925) A.B., B.A., MA., Ph.D.
Professor of New Testament Language and Literature Hope Valley
- BROWN, FRANK CLYDE, (1909) A.B., A.M., Ph.D. 410 Buchanan Road
Professor of English
- BROWNELL, WILLIAM ARTHUR, (1930) A.B., A.M., Ph.D. Hope Valley
Professor of Educational Psychology
- CANNON, JAMES, III, (1919) A.B., A.M., Th.B., Th.M. Hope Valley
Ivey Professor of History of Religion and Missions
- CARR, JOHN WINDER, JR., (1926) A.B., A.M., Ph.D.
Associate Professor of Education 602 Buchanan Road
- *CARROLL, EBER MALCOLM, (1923) A.B., A.M., Ph.D.
Associate Professor of History
 209 Faculty Apartments, East Campus
- CHILDS, BENJAMIN GUY, (1924) A.B., A.M. 604 Buchanan Road
Professor of Education
- CLARK, KENNETH, (1931) A.B., B.D., Ph.D. Vance Apartments
Instructor in New Testament Language and Literature
- COLLINS, GYFFORD DAVIDSON, (1926) A.B., A.M., 2011 University Drive
Assistant Professor of Physics
- CONSTANT, FRANK WOODBRIDGE, (1930) B.S., Ph.D.
Instructor in Physics 1011 Monmouth Avenue

* On leave of absence, 1931-1932.

- COTTON, WILLIAM JOSEPH HENRY, (1920) A.B., A.M., Ph.D.
Professor of Economics and Business Administration 1003 Trinity Avenue
- COWPER, FREDERICK AUGUSTUS GRANT, (1918) A.B., A.M., Ph.D.
Professor of Romance Languages 1017 Dacian Avenue
- CRANFORD, WILLIAM IVEY, (1891) A.B., Ph.D. 708 Buchanan Road
Carr Professor of Philosophy
- CREAGER, DON BAKER, (1930) B.S., M.S. 916 Green Street
Instructor in Botany
- CUNNINGHAM, BERT, (1920) B.S., M.S., A.M., Ph.D.
Professor of Biology 1200 College Road
- DALE, JULIA, (1930) A.B., A.M., Ph.D. 300 Monmouth Avenue
Assistant Professor of Mathematics
- EADIE, GEORGE SHARP, (1930) B.A., M.A., M.B., Ph.D., Hope Valley
Professor of Physiology and Pharmacology
- EASLEY, HOWARD, (1930) A.B., M.A., Ph.D.
Assistant Professor of Education P.O. Box 4714 Duke Station
- EDWARDS, CHARLES WILLIAM, (1898) A.B., A.M., M.S.
Professor of Physics 406 Buchanan Road
- *ELLIOTT, WILLIAM WHITFIELD, (1925) B.A., M.A., Ph.D.
Professor of Mathematics Faculty Club, East Campus
- ELLWOOD, CHARLES ABRAM, (1930) Ph.B., Ph.D., LL.D.
Professor of Sociology Pinecrest Road
- *GARBER, PAUL NEFF, (1924) A.B., A.M., Ph.D. West Campus
Professor of Church History
- GATES, ARTHUR MATHEWS, (1909) A.B., A.M., Ph.D.
Assistant Professor of Latin 1030 W. Trinity Avenue
- GILBERT, ALLAN, (1920) B.A., A.M., Ph.D. 516 Carolina Circle
Professor of English
- GILBERT, KATHERINE EVERETT, (1930) A.B., A.M., Ph.D.
Professor of Philosophy 516 Carolina Circle
- GLASSON, WILLIAM HENRY, (1902) Ph.B., Ph.D. 710 Buchanan Road
Professor of Political Economy and Social Science
- **GODBey, ALLEN HOWARD, (1926) A.B., Ph.D. Duke University
Professor of Old Testament
- GRAY, IRVING EMERY, (1930) B.S., M.S., Ph.D. 2409 Club Boulevard
Assistant Professor of Zoölogy
- GREENE, WALTER KIRKLAND, (1928) A.B., A.M., Ph.D. West Campus
Professor of English

* On leave of absence, first semester, 1931-1932.

** Service terminated Jan. 31, 1932.

- GROSS, PAUL MAGNUS, (1919) B.S., A.M., Ph.D. Hope Valley
William Howell Pegram Professor of Chemistry
- HALL, FRANK GREGORY, (1926) A.B., A.M., Ph.D. 1011 Dacian Avenue
Professor of Zoölogy
- HAMILTON, EARL JEFFERSON, (1927) B.S., A.M., Ph.D.
Professor of Economics 306 Faculty Apartments
- HARGITT, GEORGE THOMAS, (1930) Ph.B., A.M., Ph.D.
Professor of Zoölogy 606 Buchanan Road
- HATLEY, CHARLES CLEVELAND, (1917) A.B., A.M., Ph.D.
Professor of Physics 708 Buchanan Road
- HAUSER, CHARLES ROY, (1929) B.S., M.S., Ph.D.
Instructor in Chemistry 2119 Club Boulevard
- HETHERINGTON, DUNCAN CHARTERIS, (1930) A.B., Ph.D., M.D.
Associate Professor of Anatomy Duke Hospital
- HICKMAN, FRANKLIN SIMPSON, (1927) A.B., A.M., S.T.B., Ph.D.
Professor of Psychology of Religion 1308 College Road
- HICKSON, ARTHUR OWEN, (1929) A.B., A.M., Ph.D.
Assistant Professor of Mathematics 1511 West Pettigrew Street
- HOLTON, HOLLAND, (1912) A.B., J.D. 809 Watts Street
Professor of the History and Science of Education
- HOOVER, CALVIN BRYCE, (1925) A.B., Ph.D. 2413 Club Boulevard
Professor of Economics
- HOPKINS, DWIGHT LUCIAN, (1928) B.S., M.S., Ph.D.
Assistant Professor of Zoölogy 922 Demarius Street
- HUBBELL, JAY BROADUS, (1927) A.B., A.M., Ph.D. Pinecrest Road
Professor of English
- JENSEN, HOWARD, (1931) A.B., B.D., Ph.D. 411 Gregson Street
Professor of Sociology
- JORDAN, BRADY RIMBEY, (1927) Litt.B., Ph.D. Pinecrest Road
Professor of Romance Languages
- KIEFER, FELIX, (1931) Ph.D. 1700 Lakewood Avenue
Lecturer in Chemistry
- KORSTIAN, CLARENCE FERDINAND, (1930) B.S.F., M.F., M.A., Ph.D.
Professor of Silviculture 2407 Club Blvd.
- KRAMER, PAUL, (1931) A.B., M.Sc., Ph.D. 1004 Shepherd Street
Instructor in Botany
- KRUMMEL, CHARLES ALBERT, (1922) Ph.B., Ph.M., Ph.D.
Professor of German 2118 Englewood Avenue

- LANNING, JOHN TATE, (1928) A.B., A.M., Ph.D. West Campus
Instructor in History
- LAPRADE, WILLIAM THOMAS, (1909) A.B., Ph.D.
Professor of History 1108 Monmouth Avenue
- LUNDHOLM, HELGE, (1930) Ph.D. 1118 N. Duke Street
Associate Professor of Psychology
- MACKAY, DOROTHY LOUISE, (1930) A.B., M.A., Docteur de
 L'Université de Paris 114 Faculty Apartments, East Campus
Assistant Professor of History
- MCCREA, FOREST, (1930) M.S., Ph.D. 1010 Monmouth Avenue
Associate Professor of Physiology
- MACNIDER, WILLIAM DE BERNIERE, M.D.
Visiting Lecturer in Pharmacology
- MILES, EDWARD ROY CECIL, (1929) B.S., M.A., Ph.D.
 118 Faculty Apartments, East Campus
Assistant Professor of Mathematics
- MYERS, HIRAM EARL, (1926) A.B., S.T.B., S.T.M. 203 Watts Street
Professor of Biblical Literature
- NELSON, ERNEST WILLIAM, (1926) A.B., A.M., Ph.D.
Assistant Professor of History 2032 Club Boulevard
- NICHOL, ARCHIBALD JAMIESON, (1930) A.B., M.A., Ph.D.
Instructor in Economics 1206 Vickers Avenue
- NIELSEN, WALTER MCKINLEY, (1925) B.S., Ph.D.
Assistant Professor of Physics 2400 Club Boulevard
- ORMOND, JESSE MARVIN, (1923) A.B., B.D. 301 Watts Street
Professor of Practical Theology
- PATTERSON, KARL BACHMAN, (1920) A.B., A.M.
Assistant Professor of Mathematics 1024 Monmouth Avenue
- PEARSE, ARTHUR SPERRY, (1926) B.S., A.M., Ph.D. Hope Valley
Professor of Zoölogy
- PEPPLER, CHARLES WILLIAM, (1912) A.B., Ph.D. 406 Buchanan Road
Professor of Greek
- PERLZWEIG, WILLIAM, (1930) B.S., A.M., Ph.D. Hope Valley
Professor of Biochemistry
- PFANKUCHEN, LLEWELLYN ERNEST, (1931) B.A., A.M., Ph.D.
Instructor in Political Science 1007 West Trinity Avenue
- PROCTOR, ARTHUR MARCUS, (1923) A.B., A.M., Ph.D. West Campus
Professor of Education
- RANKIN, ROBERT STANLEY, (1927) A.B., A.M., Ph.D.
Associate Professor of Political Science 1007 W. Trinity Avenue

- RANKIN, WILLIAM WALTER, JR., (1926) B.E., M.A.
Professor of Mathematics 1011 Gloria Avenue
- RHINE, JOSEPH BANKS, (1927) B.S., M.S., Ph.D. Nation Avenue
Assistant Professor of Psychology
- RIPPY, JAMES FRED, (1926) A.B., A.M., Ph.D. Forest Hills
Professor of History
- ROBERTS, CHRISTOPHER, (1929) B.S., A.M., Ph.D.
Assistant Professor of Economics
 116 Faculty Apartments, East Campus
- ROBERTS, JOHN H., (1931) A.B., Ph.D. 1 Bickett Apartments
Assistant Professor of Mathematics
- ROSBOROUGH, RUSKIN RAYMOND, (1925) A.B., A.M., Ph.D., Doctor en
 Philologie Classique, Louvain
Professor of Latin Faculty Club, East Campus
- ROWE, GILBERT THEODORE, (1928) A.B., D.D., Litt.D. Pinecrest Road
Professor of Christian Doctrine
- RUSSELL, ELBERT, (1926) A.B., A.M., Ph.D. 811 Vickers Avenue
Professor of Biblical Interpretation
- SAYLOR, JOHN HENRY, (1928) A.B., A.M., Ph.D. 1604 B Street
Instructor in Chemistry
- SCHEALER, SAMUEL RAYMOND, (1927) E.E., M.S. Hope Valley
Professor of Electrical Engineering
- SEELEY, WALTER JAMES, (1925) E.E., M.S. 1007 Urban Avenue
Professor of Electrical Engineering
- SHRYOCK, RICHARD HARRISON, (1925) B.S., Ph.D.
Associate Professor of History 1019 West Trinity Avenue
- SMITH, DAVID TILLMAN, (1930) A.B., M.D. 206 Swift Avenue
Associate Professor of Medicine
- SMITH, HILRIE SHELTON, (1931) A.B., Ph.D., D.D.
Professor of Religious Education 2415 Club Boulevard
- SMITH, SUSAN GOWER, MRS., (1930) A.B., M.A., 206 Swift Avenue
Instructor in Biochemistry
- SPENCE, HERSEY EVERETT, (1918) A.B., A.M., B.D. Hope Valley
Professor of Biblical Literature and Religious Education
- SWETT, FRANCIS HUNTINGTON, (1930) A.B., M.A., Ph.D. Hope Valley
Professor of Anatomy
- TAYLOR, HAYWOOD, (1930) B.S., M.S., Ph.D. University Drive
Assistant Professor of Biochemistry
- THOMAS, JOSEPH MILLER, (1930) A.B., Ph.D.
Assistant Professor of Mathematics House G, 107 West Campus

- *VOLLMER, CLEMENT, (1926) A.B., A.M., Ph.D. West Campus
Professor of German
- VOSBURGH, WARREN CHASE, (1928) B.S., M.S., Ph.D.
Associate Professor of Chemistry 2319 Englewood Avenue
- WALTON, LORING BAKER, (1929) Lic. ès L. 2411 Club Boulevard
Assistant Professor of Romance Languages
- WANNAMAKER, WILLIAM HANE, (1904) A.B., A.M., Litt.D.
Professor of German West Campus
- WAY, VERNON ELGIN, (1930) A.B., A.M., M.A.
Assistant Professor of Greek 1008 Monmouth Avenue
- WEBB, ALBERT MICAJAH, (1903) A.B., A.M. 1017 Trinity Avenue
Professor of Romance Languages
- WHITE, NEWMAN IVEY, (1919) A.B., A.M., Ph.D. Hope Valley
Professor of English
- WIDGERY, ALBAN GREGORY, (1930) B.A., M.A. Pinecrest Road
Professor of Philosophy
- †WILSON, ROBERT NORTH, (1910) A.B., M.S., 822 Third Street
Professor of Chemistry
- **WILSON, ROBERT RENBERT, (1925) A.B., A.M., Ph.D. Duke University
Professor of Political Science
- WOLF, FREDERICK ADOLPHUS, (1927) A.B., A.M., Ph.D. 807 Second Street
Professor of Botany
- ZENER, KARL EDWARD, (1928) A.B., A.M., Ph.D. Nation Avenue
Assistant Professor of Psychology

UNIVERSITY FELLOWS

- Alexander, Thomas Robert Economics 309 House P
 A.B., Davidson College; B.D., Union Seminary; A.M., Duke University
- Allen, Robert Ivey Physics 1007 Lamond Avenue
 B.S., M.S., University of Georgia
- Burch, James Charlie Horton English 316 North Elizabeth Street
 A.B., A.M., Duke University
- Carroll, Zoe Wells Zoölogy 1109 Minerva Avenue
 A.B., University of Tennessee; A.M., Duke University
- ‡Chesley, Leon Carey Zoölogy 2102 Erwin Road
 A.B., Susquehanna University

* On leave of absence, 1932-1933.

† On leave of absence, second semester, 1931-1932.

** On leave of absence, 1931-1932.

‡ Resigned, Feb., 1932.

Cutter, Walter Airey	Philosophy	203 House P
A.B., Central College; A.M., B.D., Duke University		
deBruyne, Jacob M. A.	Chemistry	1023 Monmouth Avenue
A.B., A.M., Duke University		
Delaplane, Walter Harold	Economics	307 House O
A.B., A.M., Oberlin College		
Dreyer, Edward Peter	English	110 House C
B.S., A.M., Tulane University		
George, Robert Wilfred	Psychology	Chapel Hill Road
A.B., Geneva College; A.M., Columbia University		
Gillaspie, Athey Graves	Chemistry	1200 College Road
B.S., Lynchburg College; A. M., Duke University		
Griffin, Mabel Jeannette	Mathematics	1211 Carolina Avenue
A.B., A.M., Duke University		
Hooker, Charles Wright	Zoölogy	930 Markham Avenue
A.B., Duke University		
Jarrell, Hampton McNeely	English	11 Vance Apartments
A.B., University of Georgia; A.M., Harvard University		
Jernigan, Charlton Coney	Greek	202 House O
A.B., A.M., Duke University		
Longstreet, Rubert James	Education	108 House P
B.S., A.M., LL.B., John B. Stetson University		
McAdams, Laura Jean	Latin	215 Bassett
A.B., Erskine College; A. M., University of South Carolina		
Marshall, Helen Edith	History	207 Bassett
A.B., College of Emporia; A.M., University of Chicago		
Mitchell, Nicholas Pendleton, Jr.	Political Science	Box 4692
A.B., A.M., University of Texas		
Duke Station		
Porterfield, Austin Larimore	Sociology	509 Carlton Avenue
A.B., Oklahoma City University; A.M., Drake University; B.D., Phillips University		
Poteat, Mary	English	322 Jarvis
A.B., North Carolina College for Women; A.M., Columbia University		
Priepke, Rudolf Julius	Chemistry	901 Fifth Street
B.S., Elmhurst College; A.M., Duke University		
Pyron, Joseph Hicks	Botany	106 House O
A.B., M.S., University of Georgia		
Riley, Charles Leigh	History	124 Basnight Lane,
A.B., A.M., Washington and Lee University		
Chapel Hill, N. C.		

Tipton, Samuel Ridley A.B., Mercer University	Zoölogy	1017 Gloria Avenue
Wallace, Elbert Stephen A.B., Birmingham-Southern College; A.M., Duke University	Economics	1505 University Road
Wright, Herbert Fletcher A.B., Nebraska Wesleyan University; A.M., University of Cincinnati	Psychology	1005 Demerius

INDUSTRIAL RESEARCH FELLOWS

(Liggett and Myers Foundation)

Braithwaite, Leslie Victor B.S., A.M., Ph.D., Columbia University	Chemistry	2611 Chapel Hill Road
Darkis, Frederick Randolph B.S., M.S., Ph.D., University of Maryland.	Chemistry	2114 Club Boulevard
Kiefer, Felix Ph.D., University of Erlangen	Chemistry	1700 Lakewood Avenue
McLean, Ruth A.B., N. C. C. W.	Chemistry	1013 Monmouth Avenue
Shankle, Herbert Lazelle A.B., Duke University	Chemistry	206 House P
Sigmon, Hugh William B.S., M.S., North Carolina State College	Chemistry	009 House V
Womack, John Gamble A.B., A.M., Duke University	Chemistry	308 House F

GRADUATE ASSISTANTS

†Ader, Olin Blair A.B., A.M., Duke University	Mathematics	05 House P
Anderson, Lewis Edward B.S., Mississippi A. and M. College	Botany	2102 Erwin Road
Balch, Clifford Perry A.B., Franklin and Marshall College	History	210 House P
Bookhout, Cazlyn Green A.B., St. Stephen's College; A.M., Syracuse University	Zoölogy	110 House O
Bradbury, Hester Ann B.S., Simmons College	Zoölogy	321 Jarvis
Brannon, Clarence Ham B.S., Mississippi A. and M. College; M.S., North Carolina State College	Zoölogy	State College Station, Raleigh, N. C.

† Appointed Feb. 1, 1932.

*Bullock, Robert Cogdell	Mathematics	300 Monmouth Avenue
B.S., Delta State Teachers College; A.M., University of Kentucky		
Buren, Roy Edward	Sociology	302 House P
A.B., State Teachers College, Missouri; A.M., University of Missouri		
Butts, Helen Elizabeth	Zoölogy	110 Bassett
A.B., A.M., Brown University		
Clarke, Sara Elizabeth	French	818 Sixth Street
A.B., Duke University		
Cook, Louis Bertram	Chemistry	301 House A
B.S., Brown University		
Cunningim, Merrimon	English	201 House O
A.B., Vanderbilt University		
DeJong, David Cornell	English	210 House J
A.B., Calvin College		
Dickerson, Robert Turpin	Chemistry	407 House D
A.B., Duke University		
Doxey, John Elwood	French	403½ Gregson Street
A.B., Duke University		
Fry, Glenn Ansel	Psychology	Erwin Road
A.B., Davidson College; A.M. Duke University		
Goldstein, Israel Payson	English	909 Gregson Street
A.B., Lehigh University		
Guy, Walter Carlisle	Physics	821 Second Street
A.B., Wofford College		
Hanson, Isabel	Physics	211 Bassett
B.S., M.S., University of Georgia		
Hardin, Rector Roemilt	Economics	411 Cook Street
A.B., Berea College		
Harris, Isabella Deas	English	216 Bassett
A.B., Wesleyan College		
Harrison, David Moody	Economics	1505 Duke University Road
B.S., Ursinus College		
Harvey, Harlow Williamson, Jr.	Botany	106 House O
B.S., University of Georgia		
Haus, George Joseph	Chemistry	02 House P
B.S., William and Mary College; A.M., Duke University		
*Hocutt, Edgar Jerome	English	403½ N. Gregson Street
A.B., Duke University		

* Resigned, Feb. 1, 1932.

Hodges, Wiley Edward	Political Science	212 House P
A.B., Roanoke College; A.M., Duke University		
Hoole, William Stanley	English	106 House P
A.B., A.M., Wofford College		
Irons, George Vernon	History	307 House P
A.B. A.M., University of Alabama		
†Jackson, David Kelly, Jr.	English	205 House A
A.B., A.M., Duke University		
Johnston, Thomas McNaughton	English	110 House G
B.S., Washington and Jefferson College; A.M., Tulane University		
Latham, Dennis Harold	Botany	101 House P
B.S., North Carolina State College		
Lee, Donald Woodward	English	Box 4649 Duke
A.B., Pennsylvania State College		
Lowance, Franklin Elta	Physics	718 Vickers Avenue
B.S., Roanoke College; A.M., Duke University		
Lowry, John Milton	Economics	107 House O
A.B., Elon College		
McCulloch, Thomas Logan	Psychology	2102 Erwin Road
A.B., A.M., Duke University		
McDavid, Raven Ioor, Jr.	English	304 House P
A.B., Furman University		
Mann, Donald Ray	Zoölogy	2102 Erwin Road
A.B., University of Richmond		
Merriman, Paul Homer	Physics	1506 Chapel Hill Street
B.S., University of the South		
Metler, Alvin Velbert	Chemistry	106 House C
B.S., Adrian College; A.M., Duke University		
Munson, Sam Clark	Zoölogy	2102 Erwin Road
B.S., M.S., Mississippi A. & M. College		
Newland, Lee Max	Economics	208 House P
B.S., Butler University		
Nolan, Louis Clinton	History	1920 Chapel Hill Boulevard
Ph.B., Emory University		
Nuermberger, Gustave Adolph	History	107 House O
A.B., University of Buffalo		
Pearson, John Herbert	Chemistry	108 House A
B.S., Brown University		
Peterson, Harold Fern	History	209 House O
A.B., Knox College; A.M., University of Minnesota		

† Appointed, Feb. 1, 1932.

Price, Guy Vaughan	Sociology	2401 Club Boulevard
A.B., William Jewell College; A.M., University of Chicago		
Pullias, Earl Vivon	Education	1011 Lamond Avenue
A.B., Cumberland University; A.M., University of Chicago		
Rice, Noland Ernest	Zoölogy	2102 Erwin Road
A.B., University of Kentucky		
Robertson, Lora Lee	Botany	106 Bassett
B.S., University of Kentucky		
Schuppan, Irma Margaret	Mathematics	112 Bassett
A.B., Rice Institute		
Smith, Newell Hart	Physics	1506 Duke University Road
A.B., Park College; A.M., University of Virginia		
Shockley, Martin Staples	English	
A.B., University of Richmond		
Stanbury, Walter Albert, Jr.	English	516 West Chapel Hill Street
A.B., Duke University		
Tarbutton, Grady	Chemistry	108 House A
B.S., Millsaps College; M.S., University of Iowa		
†Taylor, Robert King, Jr.	Zoölogy	107 House O
B.S., Furman University		
Whaley, Otis	Political Science	212 Watts Street
B.S., East Tennessee State Teachers College; M.Ed., Duke University		

GRADUATE SCHOLARS

*Ader, Olin Blair	Mathematics	05 House P
A.B., A.M., Duke University		
Agnew, Donald Charles	Education	110 House P
A.B., Park College		
§Atchley, Paul Trotter	History	304 House P
A.B., Carson and Newman College		
Berghauser, Albert Sartor	German	708 Buchanan Boulevard
A.B., Duke University		
DeLancey, Frances Priscilla	Political Science	311 Bassett
A.B., A.M., University of West Virginia		
Frick, Harvey Lee	Psychology	210 House O
A.B., A.M., Duke University		
Garrett, Harper Lee	History	1106 W. Chapel Hill Street
A.B., The Citadel		

† Appointed Feb. 1, 1932.

* Resigned Feb. 1, 1932.

§ For the second semester, 1931-1932.

Glenn, Argyle A.B., Duke University	Latin	210 Bassett
Godcharles, Charles Augustus A.B., Bucknell University	Philosophy	203 House P
Gorman, Mary Aylward A.B., Randolph-Macon Woman's College	Chemistry	109 Bassett
Jarman, Laura Martin A.B., Mary Baldwin College	French	212 Bassett
Lewis, Samuel Truman B.S., Mississippi State Teachers College; A. M., Vanderbilt University	Sociology	103 House P
McAllister, James Gray, Jr. B.S., Hampden-Sidney College; A.M., Duke University	Mathematics	West Campus
McDowell, Gladstone Wadley A.B., A.M., Duke University	Mathematics	1006 Monmouth Avenue
MacFayden, Elizabeth Ann A.B., A.M., Duke University	History	1107 Minerva Avenue
Miller, Harold William A.B., Wofford College	Greek	105 House E
Morgan, Jasper Eugene B.S., Wake Forest College	Physics	103 House P
Morgan, Karl Ziegler A.B., A.M., University of North Carolina	Physics	1506 Chapel Hill Street
Munyan, Merrill Calvin A.B., Wesleyan University	History	307 House O
Rowe, Frances Eleanor A.B., Duke University	History	219 Bassett
Sledd, Warren Candler A.B., Emory University; A.M., Duke University	Latin	01 House M
*Stalvey, James Benjamin A.B., A.M., Duke University	History	901 Fifth Street

* For the first semester, 1931-1932.

GRADUATE INSTRUCTION IN DUKE UNIVERSITY

GENERAL STATEMENT

Prior to 1916 there was no separate organization within Trinity College to promote and supervise graduate studies. However, there had been for many years a limited number of graduate students who completed a year of post graduate work and received the degree of master of arts. The work of such students was supervised through the office of the Dean of Trinity College. Many of these graduate students went out from Trinity College to continue their studies at other colleges and universities and later achieved distinction as teachers and scholars.

In September, 1916, President Few appointed a Committee on Graduate Instruction to deal with the problems involved in the promotion and administration of graduate work. In that year there were six graduate students in the College, and seven graduates of the College were enrolled in the professional School of Law. During and immediately after the World War the number of graduate students remained small, but by the year 1923-1924 the graduate enrollment had increased to thirty-five exclusive of the college graduates enrolled in the School of Law.

The growing importance of graduate work in Trinity College caused the Committee on Graduate Instruction, during the first semester of the year 1923-1924, to make a careful study of requirements for admission to graduate work, of requirements for advanced degrees, and of other conditions affecting standards of graduate instruction. A comprehensive report was prepared by the Committee and adopted by the faculty. Provision was made for the granting of two advanced degrees, master of arts and master of education. Regulations were adopted which increased the distinction between graduate and undergraduate work. A thesis requirement was made for every candidate for a graduate degree, and provision was made for the examination of theses by faculty committees. The Committee on Graduate

Instruction undertook a closer supervision of graduate courses and of the work of graduate students.

Thus, when Trinity College became Duke University in December, 1924, noteworthy progress had already been made in organizing a graduate department with advanced courses in many fields of study and with high standards. In accepting Mr. Duke's great benefaction, the Trustees definitely included a Graduate School of Arts and Sciences as a member of the University organization.

In the academic year 1926-1927 a Council on Graduate Instruction was established in the University to exercise a general supervision over graduate work in arts and sciences, and Professor William H. Glasson was appointed Dean of the Graduate School of Arts and Sciences.

THE LIBRARY

Duke University has long possessed an excellent Library for the purposes of undergraduate instruction. In recent years special funds have been provided and appropriations made to collect material for the use of members of the faculty and graduate students desiring to engage in research work. Particular attention has been given to obtaining complete sets of important periodicals, biographical and bibliographical collections, files of Southern newspapers, collections of state papers, parliamentary debates, and historical documents, proceedings of scientific societies, and standard editions of American and foreign authors. This policy of constantly enriching the Library's store of source material will be continued.

Up to May 1, 1932, the Duke University Library had received and accessioned 288,686 bound volumes and pamphlets. Many thousands of volumes and pamphlets have not yet been accessioned, and other purchases of books, periodicals, and brochures are in Europe awaiting shipment. The amount available for the purchase of books, newspapers, and periodicals for the year 1930-31 was \$171,105.21.

The Library building on the East Campus, since the autumn of 1930, has been used by the Woman's College. The new University Library building, especially designed and equipped to facilitate research, is located on the West Campus.

In the basement are the receiving room for books and peri-

odicals which come to the Library, the offices of the order division, work rooms for the Library staff and a commodious stack room fitted with special stacks for newspapers.

On the first floor an important feature is a large reserve book room in which books in constant use by classes are kept for reference and for the time being withdrawn from general circulation. The seating capacity of this room is about 180. On the same floor are a large periodical room, a manuscript room, two offices, and an exhibition room in which will be placed cabinets and exhibition cases covered with glass for displaying rare books, manuscripts, etc.

The principal features of the second floor are the general delivery room with a spacious hall, the large public card catalogue, the main reading room with a seating capacity for more than 176, the cataloguing room and four offices for members of the Library staff.

On the third floor of the building a special reading room for graduate students is provided with a seating capacity of about 60. There are also on this floor eight seminar rooms, two studies and a large special reading room.

In the tower of the Library building are the fourth and fifth stories which provide six seminar rooms and two studies.

The main stack room of the Library building is seven stories high. The initial capacity of the main stacks is estimated as considerably in excess of 300,000 volumes. The stacks in the nearby Library of the Law School will provide for 60,000 volumes and the stacks in the special Library of the School of Religion will accommodate about 40,000 volumes. The libraries of the Law School and the School of Religion are connected by passageways to the University Library. In the School of Medicine is the Hospital Library with a collection which is at present over 20,000 volumes. There are also stacks provided for special scientific libraries in the Biology, Chemistry and Physics buildings.

Especial attention has been given in the construction of the Library to facilities for prompt delivery of books. The general delivery room is connected by pneumatic tubes with the reserve book room, the graduate reading room, the Law Library, the School of Religion Library and also with each floor level of the main stacks. The general delivery room, the reserve book

room, the graduate reading room and each floor of the main stacks also have the service of book lifts or carriers.

The University Library is now receiving by subscription and donation 2,223 newspapers and periodicals. The number of periodicals sets added in 1931-32 was 147. The newspaper collection consists of approximately 6,000 volumes. Among recent accessions are files of the *London Times*, the *New York Herald*, the *Leipziger Neueste Nachrichten*, *L'Universe*, *L'Echo de Paris*, and many Southern newspapers. "A Check-list of the United States Newspapers, in the General Library, Section One, Alabama to Georgia," has just been published; Section Two, "Idaho to Massachusetts," is now in the press.

The Manuscript Department contains approximately 200,000 letters, documents, diaries, account books, etc. Among the more valuable collections are: The Correspondence of Paul Hamilton Hayne; The Manuscripts of Thomas Holley Chivers; The Correspondence of Clement Clay, Jr., of Alabama, and His Wife, Virginia Clay-Clopton; The Business Records and other Papers of John Hook, Scots Merchant of Virginia; Letters of the Revolutionary Period (including seventy-five of General Greene); Confederate Letters (including fifty-three of Robert E. Lee); and the "Official Register of the Acts of the Confederate Congress." Recent acquisitions include the Commissary Papers of Stonewall Jackson's Army in 1862; The Letter Books of Alfred Cumming, sometime Governor of Utah; and the Papers of Godfrey Barnsley of Georgia. Among the European manuscripts are over five hundred lines of verse of Dante Gabriel Rossetti and a copy of the New Testament in Greek, Received Text, dating from the thirteenth century with binding of the fourteenth.

The Library is particularly well equipped for work in the Social Sciences. In Latin American history there is an excellent collection of books and documents relating to boundary disputes, Pan Americanism and the foreign relations of the United States in general. There is also a large and growing collection of works on the development of the independence movement in Spanish America, as well as many rare volumes dealing with the Spanish and Portuguese missionaries of South America and the educational systems of the Latin American states. In United States History there are at the disposal of the

student a large collection of United States documents and also documents of the various states, proceedings of historical societies, and pamphlets. Of particular importance is the collection of Southern Americana, it being the policy of the Library to acquire every class of material, printed or manuscript, relating to the region in which the University is located. For early English and Continental History there are many of the great sets of medieval sources and also the British state papers. For recent times, the Parliamentary Journals of England, France, Spain, and Germany are available, as well as German, Austrian, French, and English newspapers for the World-War Period. The recent and contemporaneous field of Diplomacy is represented by the official French and German series of diplomatic records.

In economics there is an especially good collection of material upon the history of economic thought, banking and finance, and in the field of taxation. The Library possesses sets of most of the important economic publications in America, such as the *American Economic Review*, the *Quarterly Journal of Economics*, *Political Science Quarterly*, *Annals of the American Academy of Political and Social Science*, *Chicago Journal of Political Economy*, *Harvard Business Review*, *Journal of the American Statistical Society* and the *Commercial and Financial Chronicle*. The English economic periodicals include the *Economic Journal*, the *Journal of the Royal Statistical Society*, the *London Economist* and the *Statist*. The Library also contains many of the leading French and German economic publications.

In political science the material includes documentary reports of the decisions of various arbitral commissions, the publications of the Permanent Court of International Justice complete to date and treaties on various phases of the subject of arbitration. The Library material also includes all the important government reports and an excellent collection of State Constitutional Convention reports. There are available in the Law Library the codes and all judicial reports of both the Federal and State Courts and an excellent collection of law journals and quarterlies. For Research in International Law, the library of the late Louis Strisower, at one time President of the Institute de Droit International, has been acquired, consisting of approximately 5,000 volumes and embracing material in the

various allied fields of Private and International Law and Relations, dating from the seventeenth century to the present day. It is particularly strong in European periodicals and early works on International and Private Law.

The Library has a large accumulation of books and materials suitable for research along sociological lines, including files of the leading periodicals. The State of North Carolina is particularly rich in opportunities for field research in sociology, especially for the making of social surveys.

The Department of Psychology is now equipped for teaching and research in all branches of psychology, including the study of animal behavior and all experimental procedures. It is associated with the Duke Hospital and the State Mental Hospital at Raleigh in a way that facilitates studies in the field of the abnormal. The present floor space will, it is hoped, be considerably increased at an early date. The main library and the medical library contain between them excellent provision for the study of psychology and cognate subjects.

Research students in philosophy may call for the assistance of the three full professors in the department. The Library is building up a collection of books on the history and systematic study of all branches of the subject. Arrangements will be made for obtaining source material required for particular pieces of research.

There are more than 18,000 books catalogued in the Library under the Department of Education, and 700 bound volumes of periodicals, besides 51 current subscriptions to educational magazines. These figures do not include books and periodicals in psychology available for the use of students in educational psychology, nor the very large number of volumes and periodicals available in history for students in the history of education. Students interested in the legal and governmental phases of education have exceptional opportunity in the number of volumes available in government and economics. The Law Library, already large, is being rapidly increased to include the digests, court reports, session laws, and related material of the United States and England and the various states. There is a special collection of elementary and secondary school textbooks of interest to teachers desiring to make curriculum studies in the elementary and secondary field.

The General Library contains many volumes of great value for the work of the School of Religion. The new building of the School of Religion contains a special library and reading room. This building is located next to the University Library.

The special library of the School of Religion contains a good working collection for the regular courses to which constant additions are being made. It subscribes to approximately 175 current religious journals and periodicals. It contains also a large amount of valuable source material, especially proceedings of ecclesiastical bodies, scientific and missionary societies and files of periodicals. Noteworthy among these for the departments of Old and New Testament and Christian Doctrine are complete files of the *Journal of the Palestine Oriental Society*, *Theologische Rundschau*, *Zeitschrift für Alttestamentliche Wissenschaft*, the *Hibbert Journal*, *Harvard Theological Review*, *Theologische Literaturzeitung*, *Zeitschrift für Neutestamentliche Wissenschaft*.

The Library possesses one of the most perfect and complete manuscripts of the New Testament text, a 12th-14th century manuscript, which contains the entire text with a mediaeval commentary on the margins of the folios. This original material is supplemented by photographic facsimiles of a number of the leading uncials. It is the policy of the New Testament department to continue the acquisition of such facsimiles. The Library possesses basic sets of research character among which are Goldschmidt, *Die Babylonische Talmud*, Migne's *Patrologiae*, Harnach and Gebhardt, *Texte und Untersuchungen*, *Corpus Inscriptionum Graecarum*, *Corpus Inscriptionum Latinarum*, and *Corpus Inscriptionum Semiticarum*.

The department of Church History has acquired numerous files of religious periodicals; noteworthy among them are complete files of *The Arminian*, and *The Friend* (Philadelphia). It has a large collection of the General Assembly reports of the Presbyterian Church in the United States of America, and an almost complete collection of the diocesan journals of the Protestant Episcopal Church. It has an especially large and valuable collection, to which additions are continually being made, of source material for Southern church history, especially the history of the Methodist Episcopal Church, South.

The department of the History of Religion and Missions

has, in addition to such basic material as The Sacred Books of the East, the Pali Text Society Translations, the Census of India, 1921, and eight hundred volumes of the Transactions of the Asiatic Society, North China Branch, complete files of the principal periodicals and proceedings in its field, such as the *Chinese Recorder*, the *Korean Repository*, the *African Repository and Liberia*, the *Journal and Proceedings of the American Oriental Society*, the *Transactions and Journal of the Royal Asiatic Society of Great Britain*, the *Jotoko*, the *International Review of Missions*, and the *Missionary Review of the World*.

Recently two private libraries of note have been secured. One is the library of the late Dr. Graf von Baudissin, Professor of the Old Testament in Berlin University. The other is that of the late Dr. Karl Holl, Professor of Church History in the same university. These libraries, consisting of over five thousand volumes, are the fruit of long years of literary interest and activity on the part of these learned men.

In various respects the Library is specially equipped for advanced students of English. For example, there is a considerable Byron collection, including early editions and Byroniana, a strong collection of early editions of Shelley and of Shelleyana, a Tennyson collection embracing most of the early editions and important critical works, and also a very valuable set of Dante Gabriel Rossetti manuscripts. The Library contains, further, an exceptionally full run of eighteenth-century and early nineteenth-century periodicals, both English and American, which offer material for extensive study of the literary history of the period. For American literature and culture there is, besides the Hayne correspondence and the Thomas Holley Chivers manuscripts, the Paul Hamilton Hayne library of some 2,000 volumes, some 4,000 titles prior to 1820, and a large collection of works by Southern writers. Other fields, moreover, are well represented: a large number of Elizabethan and Restoration plays (including first and early editions), many of the most important works for a study of Milton's background, a specially large collection of books valuable to the student of the relations of mediaeval and Renaissance politics and ethics to literature, and a foundation (in connection with the historical collections) for the general study of mediaeval literature.

Through the recent acquisition of some 800 volumes relating to Goethe and the addition of 1700 volumes to the Scandinavian section, the Department of Germanic Languages and Literatures has considerably increased its research facilities.

Its library is particularly strong in mediaeval and early modern source material and in eighteenth century literature. The nineteenth and twentieth century fields are well represented and are being built up with great rapidity.

One of the most valuable possessions of the Library is the Lanson collection in French literature, consisting of 9,000 volumes and 2,000 monographs and brochures. This collection includes authors and works from the fifteenth century to the present, together with the most useful critical volumes on authors and their works. The material on Voltaire and Rousseau is especially comprehensive and valuable. There are in the collection many early editions and rare volumes of the sixteenth, seventeenth, and eighteenth centuries. This collection was Professor Lanson's private library and will give the Duke University Library very superior facilities for students of French literature.

The Library collection of Latin material is rather well selected. On the side of literature it is reasonably well equipped. Some noticeable lacunae in periodicals, reference works, etc., are being filled in gradually as opportunity occurs.

The Greek section of the Library is mainly a research library, equipped for the investigator rather than the undergraduate student. The works of German scholars predominate over those of Americans and Englishmen. While the Library has the critical editions and annotated texts of all the Greek authors of the classical period and of many postclassic writers, it can boast of the completeness of its collection of books and dissertations on Thucydides, the orators, the tragic poets, and Aristophanes, these authors being the center of work in the Greek seminar in successive years. It has the Teubner, Oxford and Budé texts of the more important Greek writers, the usual works of reference like Pauly-Wissowa, a rapidly growing library on archaeology including the Corpus of Greek Inscriptions, many of the current classical magazines of Europe as well as those of America, and it is fast acquiring complete sets of German, French, English and American classical periodicals.

In the Natural Sciences the development of laboratory and library facilities has occurred simultaneously. In the field of Mathematics the Library contains files of all the American Mathematical periodicals, a majority of the British publications and some of the German and French periodicals. A number of the fundamental books and treatises are available to the student, and this number is rapidly increasing.

The departmental library in chemistry is housed in a large well lighted room in the chemistry building and provides ample reading space and stacks. The library of the department includes back files (complete in all but a few instances) of all the important chemical journals. The volumes in this library together with those relating to chemistry in the adjacent Medical School and physics libraries make the chemistry collection at the University the leading one in the South, as shown by the results of a study made by the National Research Council and published in the October, 1930, *Journal of Chemical Education*. The combination of thoroughly adequate laboratory facilities and an excellent library offers an unusual opportunity for graduate study and research in chemistry.

The departmental library in biology and botany contains a large number of current periodicals and back files of all important journals. Recently there has been acquired the library of Dr. L. C. Howard of Washington, D. C. His books on the mosquito and other insects are of particular interest.

The establishment of a School of Forestry has resulted in the acquisition of over 6,000 volumes and pamphlets. This collection is considered an excellent one and makes a good nucleus for the forestry library.

In Physics a commodious departmental library under the direction of a trained librarian is located on the second floor of the Physics Building. Thirty-five current periodicals in the field of physics are provided and the collection of the back files of these periodicals is growing rapidly. The most important of the complete sets are now available. These periodicals are supplemented by a number of publications to be found in other departmental libraries and in the main library.

NEW SCIENCE LABORATORIES

New laboratory buildings have been erected on the West Campus in biology, physics and chemistry. Graduate students will find available the most modern equipment and facilities for research. In addition to the provision of modern apparatus, large sums have recently been expended to purchase important additions to the collections of scientific periodicals and publications in the departmental libraries, the University Library, and the Hospital Library.

In the School of Medicine elaborate facilities are provided for post graduate research in the various branches of medical science. Especial attention will be given to training in preventive medicine and public health work.

BIOLOGICAL LABORATORIES

The biology building on the West Campus contains three refrigerated rooms, an incineration room, a work shop, an aquarium room, five animal rooms connected with outside yards, and eight dark rooms. Special laboratories are provided for advanced work in plant and animal physiology, parasitology, cytology, taxonomy, bacteriology, ecology, histology, mycology, anatomy, embryology, endocrinology, entomology, and forestry. A large greenhouse gives adequate space for experimental work and propagation. There is a small synoptic museum and an herbarium. Dr. Irving E. Gray is the curator of the biological museum. On the East Campus laboratories are provided for women and a small greenhouse is conveniently located near the science building.

Laboratories and rooms for students doing research are equipped with vacuum, compressed air, direct and alternating current, gas, and running water. Proper equipment and supplies for biological work, such as microscopes, ovens, baths, nets, kymographs, motors, chemicals, and glassware are available.

The Duke University Forest and the streams of the University estate furnish excellent collecting grounds. The woodlands are under the management of the Forestry Department. Duke University is situated in the Piedmont Region, between the mountains and coastal plain. This gives easy access to a

variety of plants and animals. North Carolina is the home of the tulip tree, holly, rhododendron, mountain laurel, flowering dogwood, several species of insect-catching plants, cypress, and other interesting plants. Among the animals are a varied assortment which range from marine to truly montaine species. In the woods about the University are opossums, squirrels, cardinals, Carolina wrens, several species of salamanders, king snakes, and terrapins.

CHEMISTRY LABORATORIES

Graduate work in chemistry is carried on in a new building which has a floor area of about 57,000 square feet. The equipment of this building is modern in every respect. Of this total space a large proportion is available for research and advanced teaching. There are twenty-five double research rooms completely equipped with the usual services. In addition the following specially designed rooms are available for present or future research as indicated: A low temperature room, photographic room, constant temperature room, gas analysis room, combustion room, bomb room, animal room, rooms equipped for high vacuum, X-ray and photochemical investigations.

A glass-blowing room and a well-equipped shop, operated by a competent mechanic, provide facilities for the construction of special apparatus and for the repair and maintenance of instruments.

PHYSICS LABORATORIES

The physical laboratory contains approximately an acre of floor space which is devoted to instruction and research. For purposes of instruction it has two lecture halls, four recitation rooms, five large laboratories and a number of smaller laboratories for advanced courses. On the first floor are located the office and research rooms of the departmental staff. On the third floor about ten rooms are set aside for research. All instructional and research laboratories are provided with compressed air, vacuum, gas, D.C. and A.C. circuits of various characteristics supplied through five trunk lines from the main switch board. All research rooms in addition, have one high potential and two low potential circuits. Several outlets in each room from the house lighting service are provided.

For the development of instructional and research apparatus a large shop has been located on the first floor for the exclusive use of instrument makers, and adjacent to this is a students' shop operated under the direction of a mechanic. This is made accessible to graduate students in physics. A collection of important apparatus for exclusive use in research is being gathered in a research store room which is to be in the custody of an expert repair man. A freight and passenger elevator makes conveniently accessible all parts of the laboratory.

The laboratory is at present provided with exceptional facilities for research in the fields of radiation and electricity. Among the instruments of precision in the spectroscopic laboratory there are available for students' use an E-1 Hilger spectrograph, an E-316 Hilger spectrograph and several Hilger instruments of the fixed arm type. A Rowland concave grating of 10 ft. radius and of 14,434 lines per inch of surface is equipped with a Brashear mount. An Eschelon spectroscope, a Lummer-Gherike plate, Michelson and Fabry and Perot interferometers, and a Moll microphotometre from Zipp and Sons of Delft are provided. Various types of mechanical and diffusion air pumps, including a Holweck pump, are installed for use in research. A Hilger micrometer comparator which reads directly to 0.001 mm. is used in the measurement of spectrographs. A sufficient number of photographic dark rooms are conveniently located. In the fields of electricity the laboratory is supplied with various types of potentiometers, electrometers, high sensitivity galvanometers and other devices for the precision determination of resistance, current, and potential difference.

GRADUATE DORMITORIES

Two sections of the new dormitories on the West Campus have been reserved for graduate men. Board can be secured at the Union building, which also has unusually attractive provisions for social intercourse and activities. Graduate women will find dormitory accommodations of the highest type on the East Campus. The Union building on the East Campus furnishes meals at reasonable rates and serves as a center of campus life.

GRADUATE CLUB

One of the active organizations of the University is the Graduate Club. Its meetings are held monthly and are devoted to the professional and social interests of graduate students. Many eminent speakers have addressed the club at meetings open to the public. Recent speakers have been Professor Earl J. Hamilton, Professor Howard Jensen, Professor E. W. Nelson and others. Mr. Nelson M. Blake was president of the Graduate Club during the year 1931-32.

FELLOWSHIPS AND SCHOLARSHIPS

For the assistance and encouragement of graduate students of high character and marked ability, the University has established a considerable number of fellowships and scholarships. The Angier B. Duke Memorial, Incorporated, awards an annual fellowship of one thousand dollars to a graduate student of exceptional merit. Eight University fellowships of seven hundred fifty dollars each, sixteen University fellowships of seven hundred dollars each and nine University fellowships of six hundred dollars each have been established. There are also sixteen graduate scholarships of four hundred dollars each. Holders of fellowships and scholarships will be expected to pay the tuition fee and such additional fees as are regularly required. Applications for these appointments should be made on or before March 15 of each year. In case vacancies occur, applications submitted on a later date will be considered.

There are also a number of graduate assistantships open in the various departments with compensation ranging from \$300 to \$750. Graduate assistants are under obligation to give part of their time to such work in the departments as may be assigned to them. They will usually be unable to carry a full program of study. Information regarding fellowships, graduate scholarships, and graduate assistantships, together with application blanks, may be obtained from the Dean of the Graduate School, Duke University, Durham, North Carolina.

ENCOURAGEMENT OF RESEARCH

The President of the University appoints annually a Faculty Committee on Research consisting of three members, the Presi-

dent himself being a fourth member *ex officio*. On April 1 of each year the Chairman of the Committee on Research receives written applications from members of the Faculty for stipends for the encouragement of research. Amounts granted may be expended for the employment of research assistants, or for the purchase of books, apparatus, and materials. The amount of the stipend may not exceed five hundred dollars. Each member of the Faculty to whom a research stipend is granted must within twelve months make a written report of the progress of his investigation.

UNIVERSITY PRESS

The Duke University Press affords facilities for the publication of many scholarly books and articles. The press issues four quarterly reviews: *The South Atlantic Quarterly*, *The Hispanic American Historical Review*, *American Literature*, and the *Ecological Monographs*.

A list of the publications of the Duke University Press may be obtained from the Manager of the Press, Durham, North Carolina.

REQUIREMENTS FOR ADMISSION AND DEGREES

ADMISSION TO GRADUATE COURSES

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

No college or university work taken before the bachelor's degree is conferred, or fully earned, may be credited toward an advanced degree except under the following circumstances: A student of Duke University who lacks at the beginning of a term not more than nine semester-hours of fulfilling the requirements for the bachelor's degree may obtain permission from the Dean of the Graduate School to take during the term graduate courses sufficient to bring his total work to fifteen hours a week. Such graduate courses will be credited toward the degree of master of arts or master of education.

No graduate student may register in one academic year for more than twenty-four semester-hours of work and a thesis.

ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Many departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy early in the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work. Twice a year at stated times the language examinations will occur. The French examinations will be given the first week in November and the first week in March while the German examinations will be given the second week in November and the second week in March.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

MINIMUM RESIDENCE REQUIREMENT

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each. All the work

offered for the master's degree must be completed within a period of six years.

DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in history of education, or educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

THE DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School or the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

The Council on Graduate Instruction has adopted the following regulations governing the conferring of the degree of doctor of philosophy:

1. The Degree. The degree of doctor of philosophy is a research degree; it is not based merely upon the completion of a prescribed period of study or upon the obtaining of credit for a given number of courses. The granting of the degree will be based primarily upon evidence of high attainments in a special field of knowledge and upon the production of a thesis embodying the results of original research.

2. Residence Requirements. The normal period of resident graduate study, after the general requirements of admission to the Graduate School have been satisfied, is not less than three academic years. The candidate will be required to spend at least either the last year in actual residence at Duke University, or the first two years. A student whose undergraduate work is insufficient in amount or unsatisfactory in character may expect to spend additional time in preliminary courses essential as a basis for the graduate work he proposes to undertake. Credit for one year of work done in summer school sessions may be given with the approval of the Graduate Council and of the department in which the student takes his major work. Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

3. Application for Candidacy for the Ph.D. degree. A student desiring to become a candidate for the Ph.D. degree is ordinarily required to file with the Dean of the Graduate School, not later than the beginning of the second year of graduate work, a formal application indicating in what department and under what professor he proposes to

carry on research. A committee will then be appointed to supervise the student's work, with the professor in charge of his research as chairman. If and when the committee finds that the preliminary requirements of the major department have been satisfied, the chairman of the committee shall report the fact in writing to the Dean of the Graduate School. The student's program of study will be arranged after consultation with this committee and must secure its approval and that of the Graduate Council. In the case of students who come to Duke University for only the last year of graduate work, and in special cases approved by the Graduate Council, the application for recognition as a candidate for the Ph.D. degree may be filed later than provided above, but not later than October 15 of the academic year in which it is desired that the degree be conferred.

4. Preliminary Examination. Toward the end of the second full year of graduate work (or in special cases at the beginning of the third year), a preliminary examination of each candidate will be held covering the general field of his major subject. This examination will be conducted by the committee in charge of the student's work and will be either oral or written, or both, as the committee may determine. A student who passes this examination will be recognized as a candidate for the Ph.D. degree. At the discretion of a candidate's committee, the examination on his minor subject or subjects may be held at the time of his preliminary examination instead of at the time of his final examination.

5. Program of Study. The program of study of an applicant for the Ph.D. degree is subject to the approval of the Graduate Council and of the committee provided for in Section 3 above. The student must select a major field and one or two minor related fields. When a department offers instruction in a sufficient variety of subjects and the needs of the individual student seem to require it, the Graduate Council may permit a major and minor to be taken in the same department.

6. Foreign Language Requirements. A reading knowledge of French and German will ordinarily be required. A substitution for one of these languages may be made, however, by the consent of the Graduate Council and of the department in which a student takes his major work. The student will be examined on one of the foreign languages at the beginning of his second year of graduate work, and should qualify in both by the end of the second year of his graduate work. The department in which he takes his major work may indicate preference as to the language in which the student shall first be examined. Foreign language examinations will be conducted by the appropriate language department in conjunction with the department in which the student has his major field of work.¹

7. Thesis. The thesis for the Ph.D. degree must be a contribution to knowledge. The subject of the thesis must be filed with the Dean of the Graduate School on or before October 15 of the academic year in which the candidate desires to take the final examinations for his degree. The subject must receive the written approval of the head, or chairman,

¹ See University Calendar, pages 5 and 6.

of the department in which the candidate has his major field of work and also of the professor under whom the thesis is being written. The thesis must be completed to the satisfaction of the professor under whom it is written, and three typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before May 1, if the student desires to be examined on the thesis in the same academic year. The title page must be approved by the major department and by the Dean of the Graduate School.

The candidate's thesis must be published either in its original form or in a modified form approved by the Dean of the Graduate School and the committee in charge of the candidate's work. The degree will not be conferred until publication of the thesis, in approved form, within three years, has been guaranteed in a way satisfactory to the Dean of the Graduate School and the professor under whom the thesis was written.

8. Final Examination. The final examination on the thesis and on the subject matter of the major and minor fields will be oral. The examination on both thesis and major and minor work will be held at the same time unless otherwise arranged by special permission of the Graduate Council.

THE TRAINING OF COLLEGE TEACHERS

Colleges and preparatory schools are constantly calling upon the university graduate schools for efficient teachers. The Duke University Graduate School will endeavor to discover among the candidates for advanced degrees those students who show promise of becoming good teachers. Provision will be made in the various departments for the consideration and discussion of problems of teaching. Graduate students who expect to teach will be given opportunity to gain practical experience under the supervision of successful teachers. The Graduate School will keep such records as will enable it to recommend with confidence students who are likely to prove efficient as teachers. An appointment bureau is maintained by the University, the services of which are extended to all graduate students.

THE GRADING OF GRADUATE STUDENTS

Members of the faculty are expected to report the grades of graduate students promptly at the end of each semester on the cards provided for that purpose.

In the grading of graduate students, S or satisfactory shall represent work of an acceptable character, G or good shall be the next higher grade, and E or exceptional shall be the highest

grade. F or failing indicates that the grade of the student is below passing. In a course in which both graduates and undergraduates are enrolled, the grade S shall represent approximately the degree of attainment marked 80 in the case of an undergraduate. A mark of "Incomplete" may be given when a student has failed, for an acceptable reason, to complete some portion of the required work in a course in which his standing is generally satisfactory. The student should arrange with the instructor to complete the remaining work of the course as promptly as possible.

GENERAL REGULATIONS

Not more than twenty-five students are permitted in a class giving graduate credit, nor are undergraduate students below the senior year permitted in such a class. Exceptions to these rules may be made by special permission of the Graduate Council on recommendation of the department concerned.

In courses exclusively for graduates, students may be given extra credit in semester-hours for extra work done with the approval of the Graduate Council on recommendation of the department.

COURSES OF INSTRUCTION

Unless otherwise stated all courses listed in this catalog will be given on the West Campus.

DEPARTMENT OF BIOLOGY

(Certain undergraduate courses are open to graduate students with the approval of the department. See the "Bulletin of Undergraduate Instruction.")

BOTANY

FOR SENIORS AND GRADUATES

202. Inheritance and Variation.—A study of the principles of inheritance and variation in plants and animals. Laboratory and lectures. **4 s.h.**

PROFESSOR BLOMQUIST

Prerequisites, General Botany and General Zoölogy or equivalent.

211. Structure and Classification of Algae.—Laboratory and lectures. **4 s.h.**

PROFESSOR BLOMQUIST

212. Structure and Classification of Liverworts and Mosses.—Laboratory and lectures. **4 s.h.**

PROFESSOR BLOMQUIST

213. Structure and Classification of Ferns, Gymnosperms and Angiosperms.—Laboratory and lectures. **4 s.h.**

PROFESSOR BLOMQUIST

[Not offered in 1932-1933]

221. Structure and Classification of Fungi.—Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

222. Diseases of Plants.—Special reference to crop plants. Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

Prerequisites, Botany 1, 2, and 52.

224. Forest Pathology.—Special reference to diseases of forest trees. Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

Prerequisites, Botany 1, 2, and 52.

[Not offered in 1932-1933]

225-226. Special Problems.—Hours and credit to be arranged. **STAFF**

252. Plant Physiology.—A study of the principal physiological processes of plants and the physico-chemical principles underlying these processes. Laboratory and lectures. **4 s.h.**

DR. KRAMER

254. Plant Ecology.—A study of the principal factors affecting the distribution of plants and the successional relationships of plant communities. Laboratory and lectures. **4 s.h.**

PROFESSOR ———

FOR GRADUATES

304. Advanced Plant Anatomy.—Structure and development of anatomy of economic plants. Second semester. **4 s.h.**

ASSISTANT PROFESSOR ADDOMS

311. Advanced Mycology.—Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

312. Advanced Plant Pathology.—Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

355-356. Taxonomy of Special Groups.—**4 s.h.**

PROFESSOR BLOMQUIST

357-358. Research in Forest Ecology.—Individual study and research on special problems in forest ecology by graduate students possessing the necessary qualifications in either botany or forestry. Prerequisites will vary somewhat with the problem selected. Hours by appointment.¹

PROFESSOR KORSTIAN

398-399. General Botanical Seminar.—One hour per week throughout the year. Required of all graduates majoring in botany. Hour to be arranged. **2 s.h.**

STAFF

ZOOLOGY

FOR SENIORS AND GRADUATES

215. Cytology.—A study of the morphology and physiology of the cell. **4 s.h.**

ASSISTANT PROFESSOR HOPKINS

Prerequisites, Zoölogy 1, 2, and 52 or Botany 1, 2, and 203.

222. Entomology.—Taxonomy, morphology, and physiology of insects; their theoretic and economic aspects. Offered in alternate years. **4 s.h.**

ASSISTANT PROFESSOR GRAY

COURSES PRIMARILY FOR GRADUATES

301. Animal Behavior.—The development of mind in animals. Assigned readings, lectures, reports, conferences. Offered in alternate years. **2 s.h.**

PROFESSOR PEARSE

303. Ecology.—Natural history of animals; relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. Offered in alternate years. **2 s.h.**

PROFESSOR PEARSE

304. Advanced Parasitology.—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Offered in alternate years. **2 or more s.h.**

PROFESSOR PEARSE

312. Morphology and Taxonomy or Protozoa.—Offered in alternate years. **2 or more s.h.**

ASSISTANT PROFESSOR HOPKINS

[Not offered in 1932-1933]

¹ See statement of opportunities for Research in Forestry, page 87.

314. Physiology of Protozoa.—Offered in alternate years. **2 or more s.h.**

ASSISTANT PROFESSOR HOPKINS

322. General Physiology.—Comparative study of functions of all animal groups, especially of vertebrates. Lectures, laboratories, and conferences. **4 s.h.**

PROFESSOR HALL

[Not offered in 1932-1933]

323. Advanced Physiology.—A presentation of some of the problems with which physiologists have been concerned during recent years. Lectures, conferences, and laboratory work. **4 s.h.**

PROFESSOR HALL

326. Experimental Embryology.—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of environment on various animals, including the frog, chick, and mammal. Offered in alternate years. **2 or more s.h.**

PROFESSOR CUNNINGHAM

328. Endocrinology.—This course includes the structure, physiology, and embryology of the endocrine glands. The work consists of lectures, reading assignments, and reports. Offered in alternate years. **2 or more s.h.**

PROFESSOR CUNNINGHAM

[Not offered in 1932-1933]

340. Germ Cells of Animals.—The origin, growth and development of germ cells in various groups of animals. Lectures, reading, and discussion. Laboratory work involves studies in tracing the origin and history of mammalian germ cells. Offered in alternate years. **4 s.h.**

PROFESSOR HARGITT

Prerequisites, courses in, or knowledge of, vertebrate anatomy, histology, embryology.

[Not offered in 1932-1933]

341. Historical and Philosophical Zoölogy.—Readings and discussion. A critical study of the development of modern biological concepts and theories, their past and present significance. Offered in alternate years. **2 s.h.**

PROFESSOR HARGITT

351-352. Zoölogical Journal Club.—A weekly meeting of graduate students and faculty to hear reports and to discuss biological facts, theories and problems. One hour a week throughout the year. Required of all graduate students who major in zoölogy. **2 s.h.**

STAFF

353-354. Research.—Students who have had proper training may carry on research under the direction of members of the faculty.

STAFF

355-356. Seminar.—Special seminar courses in particular fields are given by various professors when the number of students makes them desirable. Hours and credits to be arranged.

(a) Embryology and Endocrinology

PROFESSOR CUNNINGHAM

(b) Comparative and General Physiology

PROFESSOR HALL

(c) Histology and Cytology

PROFESSOR HARGITT

- | | |
|-----------------------------------------|-----------------------------|
| (d) Protozoölogy | ASSISTANT PROFESSOR HOPKINS |
| (e) Ecology, Parasitology, and Behavior | PROFESSOR PEARSE |
| (f) Comparative Anatomy and Entomology | ASSISTANT PROFESSOR GRAY |

DEPARTMENT OF CHEMISTRY

FOR SENIORS AND GRADUATES

215-216. Advanced Inorganic Chemistry.—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours. **6 s.h.** *T.Th. fourth period.* Laboratory: *F. 2-5.* ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 70, 151, 152, Chemistry 261-262. Advanced physics and ability to read German are desirable.

231. Advanced Quantitative Analysis.—A continuation of course 70, involving some of the more difficult analytical methods, including quantitative organic analysis. One recitation and six laboratory hours. **3 s.h.** Lecture: *S. first period.* Laboratory: *M.W. 2-5.*

ASSISTANT PROFESSORS VOSBURGH, BIGELOW AND DR. BROWN

232. Instrumental Analysis.—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours. **3 s.h.** Lecture: *S. first period.* Laboratory: *M.W. 2-5.*

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry, 30, 261 and 231. Laboratory physics is desirable.

233. Microanalysis.—An introduction to the technique of qualitative and quantitative analysis of inorganic and organic materials using very small samples. Besides using the methods of Pregl and Emich for quantitative work, those of Chamot and Behrns-Kley for qualitative analysis will be practiced. Laboratory and conferences. **2 s.h.** *M.W. 2-5.* DR. KIEFER

Prerequisites, Chemistry 61, 70 and 151-2 and the recommendation of the department.

241. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. **4 s.h.** Lecture: *M.W. fourth period.* Laboratory: *T.Th. 2-5.*

PROFESSOR WILSON AND MR. COOK

Prerequisites, Chemistry 70 and 151-152. Course 261-262 is desirable though not required.

244. Metabolism.—Open to students who have completed course 241 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital

factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. **4 s.h.**

PROFESSOR WILSON

251-252. Intermediate Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 253-254 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. **3 s.h.**

ASSISTANT PROFESSOR BIGELOW

253-254. Advanced Organic Chemistry.—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include qualitative organic analysis, together with preparations of the more difficult type, requiring reference to the original literature. Lecture: *T. third period.* Laboratory: *M.W.F. 2-5.*

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German.

260. Colloid Chemistry.—An introductory study of the colloidal state of Matter. Two recitations and three laboratory hours for one semester. **3 s.h.** Lecture: *M.W. third period.* Laboratory: *F. 2-5.*

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 151-152 and 261-262. Calculus, Chemical Thermodynamics, and advanced physics are desirable.

261-262. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. **6 s.h.** Recitation: *T.Th. first period.* Laboratory: *T. 2-5.*

PROFESSOR GROSS AND DR. SAYLOR

Prerequisites, Chemistry 70, 151-152, college physics, and college algebra. Calculus is desirable but is not required.

271. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.** *S. fourth period.*

PROFESSORS GROSS AND WILSON, ASSISTANT
PROFESSORS VOSBURGH AND BIGELOW

273-274. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. **2 s.h.** *F. fourth period.*

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND
BIGELOW, DR. HAUSER, DR. SAYLOR, DR. BROWN AND DR. HILL

275-276. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory and conferences. **3 or 6 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER, DR. SAYLOR, DR. BROWN AND DR. HILL

Students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to seniors who have had courses 70, 151-152, and 261-262.

280. Teaching of Chemistry.—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. *One semester to be arranged with the Department.* **2 or 3 s.h.**

PROFESSOR WILSON

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

FOR GRADUATES

351-352. Advanced Synthetic Organic Chemistry.—Recent advances in certain selected fields such as medicinals, dyes, perfumes, terpenes, alkaloids, etc. will be discussed. The emphasis will be placed upon structure studies and synthetic methods. Lecture or seminar 1 hour each week. **2 s.h.** *S. second period.*

ASSISTANT PROFESSOR BIGELOW

361-362. Chemical Thermodynamics.—A discussion of general chemical theory from the standpoint of thermodynamics. Three recitations. **6 s.h.** Offered in alternate years with Chemistry 363. *M.W.F. first period.*

PROFESSOR GROSS

Prerequisite, Chemistry 261 or its equivalent.

363-364. Chemical Kinetics.—Theories of reaction velocity, catalysis, the theory of the solid state, the structure of atoms, the radiation theory. Offered in alternate years with Chemistry 361. **6 s.h.** *M.W.F. first period.*

PROFESSOR GROSS

Prerequisite, Chemistry 261 or its equivalent.

365. Phase Rule.—A study of equilibrium in heterogeneous systems, and the graphic representation of equilibrium conditions. Three recitations. One semester either fall or spring. **3 s.h.** *M.W.F. third period.*

ASSISTANT PROFESSOR VOSBURGH

DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

FOR SENIORS AND GRADUATES

203. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking.

Students who elect this course must have made a creditable record in course 51-52. **3 s.h. (w)**

PROFESSOR GLASSON AND MR. RATCHFORD

211-212. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *For Graduates and Seniors by special permission.* Old number 210. **6 s.h. (w)**

PROFESSOR HAMILTON

213-214. Advanced Economic Theory.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *For Graduate and Seniors by special permission.* Old number 212. **6 s.h. (w)**

PROFESSOR HOOVER

215. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism, and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. Old number 214. **3 s.h. (w)**

PROFESSOR HOOVER

216. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. Old number 215. **3 s.h. (w)**

PROFESSOR HOOVER

231. The Economic History of England.—A study of England since the eleventh century, treating the manorial system, the guilds, mercantilism, and the course of the commercial and industrial revolutions to the present. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

232. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

236. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. Old number 235.

Students who elect this course must have made a creditable record in course 51-52. **3 s.h. (w)**

PROFESSOR GLASSON AND MR. RATCHFORD

237. American Federal Finance.—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public-debt administration, and budgetary procedure. **3 s.h.**

[Not offered in 1932-1933]

239. Statistical Methods.—Statistical analysis as a tool in investigation; its limitations and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours' lecture and one laboratory period. **3 s.h. (w)**

DR. NICHOL

240. Statistical Analysis of Time Series.—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic phenomena. Prerequisite, course 239. Two hours' lecture and one laboratory period. **3 s.h. (w)**

DR. NICHOL

253. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and in the United States. The structure, methods, and policies of modern unions. Old number 254. **3 s.h. (w)**

PROFESSOR COTTON

[Not offered in 1932-1933]

254. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 253 is a prerequisite for this course. Old number, 255. **3 s.h. (w)**

PROFESSOR COTTON

[Not offered in 1932-1933]

255. Labor Administration.—A course of study dealing with psychological aspects of industrial relations; labor market; and personnel management. Old number 256. **3 s.h. (w)**

PROFESSOR COTTON

256. Labor Legislation.—A course of study dealing with the basis of labor law; the minimum wage, hours of labor, safety and health, and social insurance. The important cases and court decisions with respect to their social significance will be used for class discussion. Old number 257. **3 s.h. (w)**

PROFESSOR COTTON

265. International Trade and Tariff Policies.—An analysis of the theoretical principles underlying international trade with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England from the eighteenth century to the present. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

266. International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money régime, German reparation payments, and related problems. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

267-268. Business History.—A study of money makers and money making from the late middle ages to 1913. Attention will be given to the economic phenomena, such as fluctuations of prices, business cycles, monetary inflation, technological progress and shifts in demands, markets and sources of supply—which have affected the accumulation of large fortunes. Attention will also be given to the relative profit of industries at different periods. Old number 267. **4 s.h. (w)**

PROFESSOR HAMILTON

[Not offered in 1932-1933]

275-276. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost-accounting is worked by each student during the course. Old number 275. **6 s.h. (w)**

Courses 57-58 and 105 are ordinarily prerequisites for this course.

PROFESSOR COTTON

FOR GRADUATES

331. Advanced Banking.—This course is open to students who have completed creditably Economics 51-52 and Economics 203 or equivalent courses in other institutions. The subjects for study will be found in the history, theory, and contemporary functions of the banking systems in the United States, England, and France. **2 s.h.**

PROFESSOR GLASSON

350. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to seniors who have completed creditably courses 143 and 144. *For Graduates and Seniors by special permission.* Old number 349. **2 s.h. (w)**

PROFESSOR GLASSON

POLITICAL SCIENCE

207. American Constitutional Law and Theory.—Leading constitutional principles of American government, as developed through judicial interpretation, are studied. Emphasis is placed upon problems of current importance. The reading of cases is supplemented by lectures and assigned legal problems. Old number 208. **3 s.h.**

PROFESSOR WILSON

209. State and Local Government in the United States.—The subject matter of this course covers the historical development of state and local governments, their present political organization and their relation to each other and to the federal government. Particular attention is given to the study of state and county government in North Carolina. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

223. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, emphasis is placed upon the development of distinct concepts of far-reaching importance in political theory. **3 s.h. (w)**

PROFESSOR WILSON AND DR. PFANKUCHEN

[Not offered in 1932-1933]

224. Modern Political Theory.—Political theories of the seventeenth, eighteenth, and nineteenth centuries are studied with particular reference to their influence upon American political thought. In the latter part of the course consideration is given especially to the modern idea of the state. **3 s.h.**

PROFESSOR WILSON AND DR. PFANKUCHEN

[Not offered in 1932-1933]

225. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

226. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

227-228. International Law and International Organization.—Elements of international law and the application of principles through judicial interpretation and in international negotiations, with particular attention to interpretation and application by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. Old number 227. **6 s.h.**

PROFESSOR WILSON AND DR. PFANKUCHEN

229. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. Old number 228. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

[Not offered in 1932-1933]

264. Railroad Regulation in the United States.—A study of the powers, activities, and inter-relationship of regulatory bodies, state and federal. The latter part of the course is given to an analysis of the Transportation Act of 1920 and to its administration up to the present time. **3 s.h.**

PROFESSOR WILSON

294. Municipal Government and Administration.—A study of the general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

FOR GRADUATES

318. General Seminar in Economics and Political Science.—All graduate students with economics or political science as a major subject are members of this seminar. Reports of progress in research will be made, and there will be lectures and critical discussion by members of the department. *T. at 7:30. 2 s.h.* STAFF

DEPARTMENT OF EDUCATION

The Department offers work toward the Master of Arts and Master of Education degrees, and minor work toward the Doctor of Philosophy degree, in the divisions of elementary education, experimental education and educational psychology, history and philosophy of education, public school administration, and secondary education and educational sociology. It is important for students who are degree candidates to choose their course according to some unified plan; they are reminded that mere accumulation of more or less unrelated courses in various divisions with minor work in some department only remotely related to the student's major work does not lead to a graduate degree. Every candidate for a Master's degree should elect at least six, and preferably twelve, semester-hours of course-work in the special division in which he intends to write his thesis. Students who expect to write theses in the history of education are required to take their minor work in American history. Students writing in school administration are advised to elect minor work in economics and political science. Students in educational psychology should elect their minor work in psychology. No student, except by special approval of the Department and of the Graduate School, is permitted to take minor work in more than one department or to the amount of more than six semester-hours.

For the Doctor of Philosophy degree the Department is prepared to offer a full major of work in educational psychology, with approved minors in as many as two of the other divisions listed and an approved minor in psychology or in some other department offering work closely related to the thesis problem of the candidate. The Department plans to offer complete majors in other divisions as rapidly as the growth of the Department justifies.

ELEMENTARY EDUCATION

FOR SENIORS AND GRADUATES

207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite, teaching experience or six semester-hours of work in materials and methods. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

212. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary schools. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

222. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

232. Elementary-School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

EXPERIMENTAL EDUCATION AND EDUCATIONAL PSYCHOLOGY

208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. Prerequisite, course 258. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

209. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

216. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. Old number, 206. **3 s.h.**

PROFESSOR CHILDS

[Not offered in 1932-1933]

218. Educational Implications of Genetic Psychology.—Special section of course 118, intended primarily for graduate students, ordinarily not offered the same year in which 118 is given. **3 s.h.**

PROFESSOR BROWNELL

[Not offered in 1932-1933]

219. Experimental Education.—This course is designed to provide training (1) in planning, (2) in prosecuting, and (3) in reporting quantitative investigations in the field of education,—more especially, in the field of learning and teaching the various school subjects. **3 s.h.**

PROFESSOR BROWNELL

227. The Psychology of Learning: Problems.—The major problems related to the learning process will be examined, with the experimental literature bearing on them. The curves of learning and forgetting, the distribution of practice, economical methods of learning, and the transfer of training will be the major topics considered. Old number, 228. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

228. The Psychology of Learning, Theoretical and Experimental.—This is a continuation of 227. In this semester the laws of learning, the most important explanatory principles, and the major systems of the psychology of learning will be considered. Class experiments will run throughout the semester. *Second semester.* **3 s.h.**

ASSISTANT PROFESSOR EASLEY

237. Investigations in Reading.—A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision; emphasis on problems requiring further investigation. Old number, 238. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

247. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. *T.F. 3:30-5:00.* Old number 248. **3 s.h.**

PROFESSOR BROWNELL

258. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. Old number, 229. **3 s.h.**

PROFESSOR BROWNELL

FOR GRADUATES

309-319. Research in Educational Psychology.—This course provides opportunity for more advanced graduate students to engage in individual research projects under close supervision. Credit allowed proportionate to achievement and time devoted to the course. **3 to 6 s.h.**

PROFESSOR BROWNELL

318. Investigation of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. **3 s.h.**

PROFESSOR BROWNELL

[Not offered in 1932-1933]

338. Research in Reading.—A course designed for students who have original problems in reading which they desire to investigate. Such studies may be either individual or coöperative. Education 237 is advised as a preliminary course, but is not required. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

348. Research in Arithmetic.—A course designed for students who have original problems in arithmetic which they desire to investigate. Such studies may be either individual or coöperative. Education 247 is advised as a preliminary course, but is not required. **3 s.h.**

PROFESSOR BROWNELL

HISTORY AND PHILOSOPHY OF EDUCATION

FOR SENIORS AND GRADUATES

200. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

214. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

224. Current Problems in Public Education as Revealed through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

254. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. **3 s.h.**

PROFESSOR PROCTOR

264. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. Old number 234. **3 s.h.**

PROFESSOR HOLTON

FOR GRADUATES

370. Character Education and the State.—Identical with Religious Education 370. A study of the state as character educator, involving a critical examination of the ethical philosophy of the secular state, and of the modern theories and practices of character education. **3 s.h.**

PROFESSOR SMITH

PUBLIC SCHOOL ADMINISTRATION

FOR SENIORS AND GRADUATES

233. Administrative Pupil-Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. **3 s.h.**

PROFESSOR PROCTOR

234. Secondary School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils. Old number, 213. **3 s.h.**

PROFESSOR PROCTOR

244. Studies in the Historical Development of Public-School.—An advanced course devoted to the development of pupil-school administration in the South, with especial reference to North Carolina as a type. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

253. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

FOR GRADUATES

323. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *Second semester.* **3 s.h.**

PROFESSOR PROCTOR

(This course may be offered in 1931-1932 instead of 254, if there is sufficient demand for the substitution).

343. State and County School Administration.—A study of state and county organization of public schools, emphasizing underlying principles. **3 s.h.**

PROFESSOR PROCTOR

363. City School Administration.—A study of the organization and administration of city school systems, including administrative phases of supervision. **3 s.h.**

PROFESSOR PROCTOR

[Not offered in 1932-1933]

SECONDARY EDUCATION AND EDUCATIONAL SOCIOLOGY

FOR SENIORS AND GRADUATES

206. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite, six semester-hours in education, including course 105. Old number, 205. **3 s.h.**

PROFESSOR CHILDS

215. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite, educational sociology, preferably courses 105 and 205. **3 s.h.**

PROFESSOR CHILDS

225. The Teaching of High School History.—Identical with History 211. The course counts as an elective in the Department of Education only when approved by the department and the instructor. *First semester.* **3 s.h.**

ASSOCIATE PROFESSOR SHRYOCK

236. Principles of Vocational Education.—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. Old number, 235. **3 s.h.** PROFESSOR CHILDS
[Not offered in 1932-1933]

246. The Teaching of Mathematics.—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. **3 s.h.**
PROFESSOR RANKIN

266. The Teaching of High-School French.—Identical with French 218. **3 s.h.** PROFESSOR WEBB

FOR GRADUATES

300. Methods of Educational Research: Seminar.—Graduate students are instructed in methods of research as applied to selected educational problems. Each student must select for intensive study and practice a subject in which he is interested. **3 s.h.** MEMBERS OF THE DEPARTMENT
[Not offered in 1932-1933]

DEPARTMENT OF ENGLISH

FOR SENIORS AND GRADUATES

201-202. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of "Beowulf." **6 s.h.**
PROFESSOR BROWN

203-204. Chaucer.—**6 s.h.** PROFESSORS BROWN AND BAUM

205-206. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language.

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English. **6 s.h.** PROFESSOR BAUM

207-208. English Literature, 1400-1550.—**6 s.h.** PROFESSOR BAUM

209-210. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**
PROFESSOR BROWN

[Not offered in 1932-1933]

211. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h.** PROFESSOR GILBERT

212. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h.** PROFESSOR GILBERT

213-214. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. **6 s.h.** PROFESSOR BROWN

215-216. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. **6 s.h.** PROFESSOR GILBERT
[Not offered in 1932-1933]

217-218. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton. **6 s.h.** PROFESSOR GILBERT

219. English Literature, 1660-1744.—**3 s.h.** PROFESSOR WHITE

220. English Literature, 1744-1798.—**3 s.h.** PROFESSOR WHITE

221. The Drama in England, 1640-1770.—**3 s.h.** PROFESSOR BAUM
[Not offered in 1932-1933]

225-226. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. **6 s.h.** PROFESSOR ———
[Not offered in 1932-1933]

227. Literary Criticism.—A history of literary criticism to 1700. **3 s.h.** PROFESSOR GILBERT

228. Literary Criticism.—A history of literary criticism from 1700 to the present. **3 s.h.** PROFESSOR GILBERT

FOR GRADUATES

301. Bibliography and Methods of Research.—*M.W.* 3-4:30. **3 s.h.**

This course or its equivalent is required of all candidates for higher degrees in English.

PROFESSORS BAUM AND GILBERT

303-304. The Elizabethan Period.—This course considers in an exhaustive manner the works of some of the Elizabethan writers. **6 s.h.** PROFESSOR GILBERT

305. The Early Renaissance.—A seminar in the literature and language of the early Renaissance in England and Scotland. **3 s.h.** PROFESSOR BAUM

307-308. American Literature.—A seminar in American literature. **6 s.h.**
PROFESSOR HUBBELL

309. Chaucer.—Special studies in the works and language of Chaucer; lectures, reports, and a thesis. **3 s.h.**
PROFESSOR BAUM

311-312. American Literature.—The first semester is given largely to the study of Poe, Hawthorne, Emerson, and Whitman; the second, to a study of the South and the West. **6 s.h.**
PROFESSOR HUBBELL

313-314. Studies in the Romantic Poets of the Early Nineteenth Century.—This course considers in an exhaustive manner the works of some of the Romantic poets. **6 s.h.**
PROFESSOR WHITE

DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE

FOR SENIORS AND GRADUATES

201-202. Goethe.—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. **6 s.h.**
PROFESSOR KRUMMEL

203-204. Leibnitz to Romanticism.—**6 s.h.**
[Not offered in 1932-1933] PROFESSOR VOLLMER

205-206. Middle High German.—**6 s.h.**
[Not offered in 1932-1933] PROFESSOR VOLLMER

207-208. German Romanticism.—**6 s.h.**
[Not offered in 1932-1933] PROFESSOR VOLLMER

209-210. Early Nineteenth Century Drama.—The dramatic development in Germany after Schiller. Lectures, collateral research and reading. **6 s.h.**
PROFESSOR KRUMMEL

FOR GRADUATES

301-302. Gothic—Old High German.—**6 s.h.**
[Not offered in 1932-1933] PROFESSOR VOLLMER

DEPARTMENT OF GREEK

FOR SENIORS AND GRADUATES

201-202. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h.**
PROFESSOR PEPPLER

203-204. Homer.—*Odyssey*. Pindar and Bacchylides. **6 s.h.**
PROFESSOR PEPPLER

205-206. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. **6 s.h.**
PROFESSOR PEPPLER

207-208. Greek Orators.—Selected speeches. 6 s.h.

PROFESSOR PEPPLER

209-210. Plato.—*Symposium, Protagoras*, and parts of the *Republic*. 6 s.h.

PROFESSOR PEPPLER

211-212. Aristophanes.—Selected comedies. 6 s.h.

PROFESSOR PEPPLER

(Only one of the six courses listed above is offered each year.)

243. Greek Archaeology.—The topography and monuments of Athens. Designed primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Course 141-142 is prerequisite. 3 s.h.

ASSISTANT PROFESSOR WAY

244. Greek Epigraphy.—Lectures on the history of the alphabet and the development of the local Greek alphabets, followed by extensive reading of inscriptional texts in facsimile. 3 s.h.

ASSISTANT PROFESSOR WAY

245. Greek Dialects.—A linguistic study of transliterated inscriptions illustrative of the major Greek dialects. The interrelations of the dialectal forms are examined, with reference, where possible, to their origin in pre-ethnic Greek. 3 s.h.

ASSISTANT PROFESSOR WAY

[Not offered in 1932-1933]

246. Greek Historical Inscriptions.—The more valuable historical inscriptions are read in chronological order and interpreted in their general bearing upon the course of Greek history. Course 131 is prerequisite. 3 s.h.

ASSISTANT PROFESSOR WAY

[Not offered in 1932-1933]

FOR GRADUATES

The more advanced work of the graduate department is done in the seminar. One author or group of authors forms the center of study each year. Seminars are offered in *Aristophanes* (course 301-302), the *Greek Historians* (303-304), the *Attic Orators* (305-306), and the *Greek Tragic Poets* (307-308). These run through a cycle of four years. In 1932-1933 the work will be

307-308. Seminar in the Greek Tragic Poets.—6 s.h.

PROFESSOR PEPPLER

Graduate students of Duke University may attend the American School of Classical Studies in Athens, Greece, without charge for tuition, and they are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology and one in the language, literature, and history of ancient Greece, each with a stipend of \$1,400. They are awarded mainly on the basis of examinations held in the beginning of March of each year.

DEPARTMENT OF HISTORY

AMERICAN HISTORY

FOR SENIORS AND GRADUATES

203. The Union, Confederacy, and Reconstruction.—The subjects considered are the rise of secession, the constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. **3 s.h.** PROFESSOR BOYD

[Not offered in 1932-1933]

209-210. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. Old number 210. **6 s.h.** PROFESSOR BOYD

[Not offered in 1932-1933]

215. History of the Foreign Relations of the United States.—This course traces the history of American Diplomacy since 1789. Prerequisite, courses 91 and 92. **3 s.h.** PROFESSOR RIPPY

219. Studies in the Social History of the United States.—*T.Th.S. fourth period. Second semester.* **3 s.h.** ASSOCIATE PROFESSOR SHRYOCK

[Not offered in 1932-1933]

230. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. **3 s.h.** PROFESSOR BOYD

[Not offered in 1932-1933]

231. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. Old number 232. **3 s.h.**

DR. LANNING

232. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. Old number 231. **3 s.h.** PROFESSOR RIPPY

FOR GRADUATES

306. Southern History, 1763-1860.—The rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. *M. at 4-6.* **4 s.h.** PROFESSOR BOYD

307. The Colonial Period, 1606-1763.—Emphasis is placed on certain typical institutional and social origins and the development of British policy toward the colonies. *M.* 4-6. 4 s.h. PROFESSOR BOYD

[Not offered in 1932-1933]

315. Seminar in Southern History.—Selected topics in the development of the South Atlantic region, chosen from year to year, in different periods in its development. *W.* 4-5. 2 s.h. PROFESSOR BOYD

321. Studies in the Diplomatic History of the United States.—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of South-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement of Latin America, (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations. *W.* 4-6. 4 s.h. PROFESSOR RIPPY

EUROPEAN HISTORY

FOR SENIORS AND GRADUATES

205-206. English Constitutional History.—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. Old number 204. 6 s.h.

PROFESSOR LAPRADE

[Not offered in 1932-1933]

217-218. Europe since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. Old number 217. 6 s.h. ASSOCIATE PROFESSOR CARROLL

219-220. The History of the European Proletariat.—This course is concerned chiefly with the origins, expansions, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. Old number 218. 6 s.h. ASSOCIATE PROFESSOR CARROLL

[Not offered in 1932-1933]

221-222. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. Old number 222. 6 s.h.

ASSISTANT PROFESSOR NELSON

223-224. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical, and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy, and art, in the period 300-1300 A.D. Old number 223. **6 s.h.**

ASSISTANT PROFESSOR MACKAY

FOR GRADUATES

305. A Seminar in the History of England and the British Empire.—The work consists of practical training in the methods of historical research based on sources for modern British history. *F.* 7-8. **2 s.h.**

PROFESSOR LAPRADE

317. A Seminar in Recent European History.—**2 s.h.**

ASSOCIATE PROFESSOR CARROLL

325. British Nationality and Public Opinion.—A study of the various political and social groups that have contended for power in England since the sixteenth century and the methods they used. *T.* 4-6. **4 s.h.**

PROFESSOR LAPRADE

327. Modern Phases of the English Constitution.—A brief review of the medieval constitution, followed by a more intensive study of certain aspects of its development in the sixteenth, seventeenth, and eighteenth centuries. **4 s.h.**

PROFESSOR LAPRADE

[Not offered in 1932-1933]

328. Foundations of the British Empire.—The growth of the British trade and colonization in the sixteenth, seventeenth, and eighteenth centuries, including the causes in Great Britain of the American Revolution. *T.* 4-6. **4 s.h.**

PROFESSOR LAPRADE

[Not offered in 1932-1933]

THE TEACHING OF HISTORY

FOR SENIORS AND GRADUATES

212. The Teaching of History and Civics.—The work consists of a discussion of the question of aims and values in teaching history and civics, textbooks, programs of study, methods of instruction, the use of maps and pictures, the making of lesson-plans for use in the high school, and other problems of high school teaching. *Hour to be arranged. First semester.* **3 s.h.**

ASSOCIATE PROFESSOR SHRYOCK

[Given in 1932-1933 by Dr. Manchester]

BIBLIOGRAPHY

FOR GRADUATES

326. Historiography and Bibliography.—A survey of the development of historical writing, and examination of the greater collections of historical sources, and a consideration of the inter-relationship of history and other branches of social knowledge. **2 s.h.** Hours to be arranged.

MEMBERS OF THE DEPARTMENT

[Not offered in 1932-1933]

DEPARTMENT OF LATIN AND ROMAN STUDIES

FOR SENIORS AND GRADUATES

201. Roman Fiction.—

[Not offered in 1932-1933]

202. Early Latin Christian Writers.—

[Not offered in 1932-1933]

203-204. Roman Epic.—Origin and development of Epic among the Romans; rapid review of the *Aeneid I-VI* as preparation for an intensive study of books *VII-XII*; Lucan's *Pharsalia* and Statius's *Thebais* will be read, partly in translation. **6 s.h.**

ASSISTANT PROFESSOR GATES

205-206. Roman Drama.—Selected comedies of Plautus and Terence, selected tragedies of Seneca; primarily a rapid reading course. **6 s.h.**

PROFESSOR ROSBOROUGH AND ASSISTANT PROFESSOR GATES

207-208. Roman Philosophy.—

[Not offered in 1932-1933]

209-210. Vulgar Latin and Introduction to Romance Philology.—Prerequisite: Latin 11-12, or an equivalent, and not less than two years of college French or college Spanish. **6 s.h.**

PROFESSOR ROSBOROUGH

[May be offered in 1932-1933]

215. Introduction to Roman Art and Archaeology.—Principles; relation to Etruscan and Greek art; Rome's progress and contributions to world art and architecture. Illustrated lectures, discussions, reports. *No knowledge of Latin required for admission.* **3 s.h.**

PROFESSOR ROSBOROUGH

216. Topography and Monuments of Ancient Rome.—A study of the site of Rome, its development and expansion; city plan; public buildings, dwelling-houses, aqueducts, sewers, streets, fora, shops, theatres, etc. *Reading knowledge of Latin advisable.* **3 s.h.**

PROFESSOR ROSBOROUGH

FOR GRADUATES

301-302. Roman Life.—

[Not offered in 1932-1933]

309-310. Sight Reading and Composition.—The two subjects will be correlated, and the reading will be suited to the needs of the class. *1 ½ hours per week throughout the year.* **3 s.h.**

THE STAFF

311-312. Latin Inscriptions.—An introduction to Latin Epigraphy, *first semester*; followed by a study of important historical inscriptions, including the *Monumentum Ancyranum*, *second semester.* **6 s.h.**

PROFESSOR ROSBOROUGH

321-322. Seminar in Plautus.—(May be offered in 1932-1933). **6 s.h.**

PROFESSOR ANDERSON

325-326. Linguistics.—The sounds, forms and flexions of Latin and Greek; the development of the study of syntax among the Greeks; the historical syntax of Latin. **6 s.h.** PROFESSOR ANDERSON

331-332. Roman Historical Literature.—

[Not offered in 1932-1933]

341-342. The Alexander Romance.—The Romance in its original form and content: and its ramifications, accretions, and modifications in the East, West, North, and South. Prerequisite: an undergraduate major or its equivalent, in Latin or Greek; and a satisfactory reading knowledge of both languages is desirable for admission. *This course may be offered as a seminar in 1932-1933.* **6 s.h.** PROFESSOR ANDERSON

351-352. Seminar. Training in Criticism and Research.—The work will be based on Martial or Catullus. PROFESSOR ROSBOROUGH

[Not offered in 1932-1933]

DEPARTMENT OF MATHEMATICS

The department offers basic courses in each of the main divisions of mathematics; namely, algebra, analysis, geometry, and applied mathematics.

Because of the important mathematical literature which is written in the French and German languages, all students taking graduate work in mathematics should have a practical reading knowledge of these languages near the beginning of their graduate study.

As the Ph.D. degree is a research degree the original dissertation is the most important of the formal requirements. A candidate for the Ph.D. degree should have in mind the dissertation requirement from the outset and plan his courses accordingly. The department is at present best prepared to direct dissertations in analysis, though occasionally provision may be made for a dissertation in algebra or geometry.

The master's degree with major in mathematics will be awarded primarily on the basis of scholarship. For it the thesis may be an exposition of results already known. Each candidate for the master's degree must take a group of basic courses approved by the department.

Graduate students are expected to have undergraduate credit for a number of the courses listed below before they begin their program of graduate work. Students who have not had any of these courses and who desire to become candidates for the master's degree must take at least six semester-hours of such work in addition to the general requirements specified for this degree. This work should be done in the summer session prior to the year of residence.

Not all the courses listed will be given every year.

FOR SENIORS AND GRADUATES

201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trig-

onometry, analytical geometry, calculus, and modern geometry. Brief sketches of the lives of the builders of mathematics will be given. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 100.

204. Teaching of Mathematics.*—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 100.

207. Fundamental Concepts of Algebra and Geometry.—This course deals with the concepts of: number, variable, function, limit, group, symbolism, definition, postulate, axiom, proposition, space, and proof. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 100.

225. Theory of Equations and Determinants.—**3 s.h.**

ASSISTANT PROFESSOR DALE

Prerequisite, course 55.

228. Number Theory.—A study of elementary properties of integers; operations with respect to a modulus; theorems of Fermat and Wilson. **3 s.h.**

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 100.

235-236. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. **6 s.h. (w)**

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 55.

239-240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 100.

250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high-school geometry. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 55.

* This course carries graduate credit only for students whose major subject is education.

252. Non Euclidean Geometry.—An introduction to the geometry of Bolyai and Lobachevsky. **3 s.h.** ASSISTANT PROFESSOR ROBERTS
Prerequisite, course 100.

255-256. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. **6 s.h.** ASSISTANT PROFESSOR THOMAS
Prerequisite, course 55.

281. Elementary Potential Theory.—Fields of force; Newtonian potentials due to volume and to surface distributions. Primarily for students who are interested in mathematical physics. **3 s.h.** ASSISTANT PROFESSOR MILES
Prerequisite, course 100.

284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. **3 s.h.** PROFESSOR ELLIOTT
Prerequisite, course 100.

FOR GRADUATES

325-326. Functions of a Real Variable.—A study of continuous functions, sequences of functions, measure of point sets, and elementary theories of integration. ASSISTANT PROFESSOR ROBERTS
Prerequisite, course 240.

327-328. Modern Theories of Integration.—A study of Lebesgue and Stieltjes integrals, with applications to boundary value problems. **6 s.h.** ASSISTANT PROFESSOR MILES
Prerequisite, course 239-240.

330-331. Theory of Functions of a Complex Variable.—Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions; study of doubly periodic functions. **6 s.h.** ASSISTANT PROFESSOR THOMAS
Prerequisite, course 239-240.

335-336. Infinite Series.—The theory of convergence and the algebraic and functional properties of series; special types of series; infinite products; divergent series. **6 s.h.** ASSISTANT PROFESSOR DALE
Prerequisite, course 239-240.

337-338. Existence Theorems.—Both systems of partial differential equations and Pfaffian systems are discussed. Particular attention is given to the theorems of Cauchy, Riquier, and Cartan, and to singular integral varieties whose existence is not predicted by them. **6 s.h.** ASSISTANT PROFESSOR THOMAS
Prerequisite, course 239-240.

340-341. Integral Equations.—A study of the Volterra and Fredholm integral equations with special reference to their application to boundary problems of differential equations. **6 s.h.** PROFESSOR ELLIOTT

Prerequisites, courses, 231, 239-240.

342-343. Theory of Differential Equations.—Existence and nature of solutions of ordinary differential equations, algebraic theory of linear differential systems, boundary problems. **6 s.h.** PROFESSOR ELLIOTT

Prerequisites, courses, 231, 239-240.

345. Calculus of Variations.—This course will take up the study of the calculus of variations after the methods of Euler, Jacobi, Weierstrass, and Bolza. **6 s.h.** ASSISTANT PROFESSOR HICKSON

Prerequisite, course 239-240.

350. Differential Geometry.—An elementary course in differential geometry. A study of the differential geometry of curves, surfaces, and curves on surfaces. **6 s.h.** ASSISTANT PROFESSOR THOMAS

Prerequisites, courses, 231, 239-240.

355. Algebraic Geometry.—The general theory of algebraic curves with applications to cubic curves. Study of certain types of transformations. **3 s.h.** ASSISTANT PROFESSOR DALE

Prerequisite, course 255.

375. Partial Differential Equations.—A study of some of the important types of differential equations of mathematical physics. **6 s.h.**

ASSISTANT PROFESSOR MILES

Prerequisites, courses, 231, 239-240.

380-381. Potential Theory.—Properties of harmonic functions. Boundary value problems for potentials of a single and of a double layer. **6 s.h.**

ASSISTANT PROFESSOR MILES

Prerequisite, course 325-326, unless the two courses are taken simultaneously.

DEPARTMENT OF PHILOSOPHY

FOR SENIORS AND GRADUATES

201-202. The Philosophy of Art.—Study of the various phases of the aesthetic experience and forms of beauty with analysis of examples. Particular attention will be given to recent writers on aesthetics. Lectures, discussion, and reports. *T.Th.S. first period.* **6 s.h.**

PROFESSOR GILBERT

203. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbooks. Text used: Everett's *The World of Values*. *T.Th.S. fourth period.* **3 s.h.**

PROFESSOR CRANFORD

205. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. *M.W.F. third period. 3 s.h.* PROFESSOR WIDGERY

209-210. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, reports. *M.W.F. third period. 6 s.h.* PROFESSOR WIDGERY
[Not offered in 1932-1933]

211-212. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of nineteenth century. Lectures, study of texts, and reports. *M.W.F. fourth period. 6 s.h.* PROFESSOR WIDGERY
[Not offered in 1932-1933]

213-214. History of Aesthetic.—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. *M.T.Th. fourth period. 6 s.h.* PROFESSOR GILBERT

215-216. Contemporary Philosophy.—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports. *T.Th. third period. 6 s.h.* PROFESSOR WIDGERY

221. Spinoza.—Detailed study of Spinoza's works showing the development of his own thought and his relation to his contemporaries. Lectures and reports. *M.W.F. fourth period. 3 s.h.* PROFESSOR GILBERT

223-224. Idealism and Rationalism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. *T.Th.S. third period. 6 s.h.* PROFESSOR CRANFORD

225. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used Smythe's *Christian Ethics*. *T.Th.S. third period. 3 s.h.* PROFESSOR CRANFORD

226. Outlines of the History of Ethics.—A survey of ethical theories from the time of Socrates to our own day. Lectures, discussions, reports. *T.Th. fifth period. 3 s.h.* PROFESSOR WIDGERY

FOR GRADUATES

303-304. Seminar in Philosophy.—For the discussion of special problems, chiefly metaphysical. Two hours a week throughout the year. **4 s.h.**

PROFESSOR WIDGERY

DEPARTMENT OF PHYSICS

FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students but they are open to graduate students. An elementary knowledge of the Calculus and credit for 12 semester-hours in Physics is presumed in all of the following courses.

201-202. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators, and transformers, and the various methods of detecting electro-magnetic waves. **6 s.h.**

ASSISTANT PROFESSOR COLLINS

Prerequisite, course 207 or its equivalent and the calculus.

203-204. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. **6 s.h.**

ASSISTANT PROFESSOR COLLINS

205-206. Physical Optics.—This course deals with interference, diffraction, polarization, absorption, dispersion, and in general will cover those topics treated in a text such as Wood's *Physical Optics*.

PROFESSOR HATLEY

207-208. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Page and Adams *Electricity and Magnetism* is used as a basis for the lectures. Three lectures per week, throughout the year. **6 s.h.**

MR. CONSTANT

209. Thermodynamics.—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence, it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. **3 s.h.**

PROFESSOR EDWARDS

211-212. History of Physics.—A rapid review of the fundamental laws of Physics developed from the historical point of view. **2 s.h.**

PROFESSOR EDWARDS

First or second semesters.

FOR GRADUATES

301-302. Advanced Physical Laboratory.—Mechanics, heat, radiation, electrical measurements, ionization, and radio activity. This course involves exact measurements in all the fields indicated. Classical experiments are repeated by much the same methods as were employed by the original investigators. Two laboratory periods and one conference period per week. MR. CONSTANT

303-304. Kinetic Theory of Matter.—Gas laws, Maxwell's distribution law mean free path, viscosity, heat conductivity, diffusion, gases at low pressure. **6 s.h.** ASSISTANT PROFESSOR NIELSEN

305-306. Theoretical Physics.—This is an advanced course in general physics and serves as an introduction to the mathematical theory of dynamics, electricity and magnetism, hydro-dynamics, thermodynamics and kinetic theory. **8 s.h.** ASSISTANT PROFESSOR NIELSEN

307-308. Light.—**6 s.h.**

PROFESSOR HATLEY

309. Conduction of Electricity through Gases.—Electron theory of gaseous conduction. *First semester.* **3 s.h.** PROFESSOR EDWARDS

312. Spectroscopy.—First, a study is made of the physics and the adjustments of the various types of instruments to be used in the course. This is followed by a consideration of the various methods employed in exciting spectra, in the sensitization of plates, in the photography of the optical spectrum, in the study of line intensities and in the computation of wave lengths from photographs of spectra. The course closes with the study of the elementary theory and classification of line and band spectra and a review of the results of recent spectroscopic research in physics, chemistry and astronomy. **3 s.h.** PROFESSOR EDWARDS

313-314. Thermionic Vacuum Tubes and Radio-Frequency Measurements.—A laboratory course in radio measurements. Course 201-202 is a prerequisite of this course. **6 s.h.** ASSISTANT PROFESSOR COLLINS

315-316. Principles of the Quantum Theory.—The origin and fundamental concepts of the quantum theories. The mechanics and principles of the Bohr-Sommerfeld theory are followed by those of the more recent theories of wave and matrix mechanics, as developed by De Broglie, Schrodinger, Heisenberg, Born, Jordan and Dirac. To alternate with Physics 321-322. *M.W.F. at 9:40.* **6 s.h.** MR. CONSTANT

317. Advanced Dynamics.—A course dealing with the more advanced phases of dynamics and considering such topics as equations of Lagrange and Hamilton generalized coordinates, oscillatory and cyclic motion, criteria of equilibrium, and the Newtonian potential theory. **3 s.h.**

MR. CONSTANT

Prerequisites: Advanced Calculus and Physics 203-204 or its equivalent; Differential Equations may be taken concurrently.

320. X-rays.—The properties of X-rays are interpreted in terms of the interaction between radiation and electrons. An effort is made to gain from a study of available X-ray data a better understanding of the structure of the atom and of the nature of X-rays themselves. *Second semester. 3 s.h.*

PROFESSOR HATLEY

321-322. Electrodynamics.—A theoretical study of electromagnetic fields based on the special theory of relativity. The fundamental laws of electricity and magnetism are deduced, and the field, motion and radiation of a moving electron are studied. Application to recent experiments are included. A short introduction to vector analysis is given. **6 s.h.**

MR. CONSTANT

323. Quantum Theory of Atomic Spectra.—Quantum theory of atomic structure and line spectra including theory of multiplet structure, Zeeman effect, Stern-Gerlach experiment, etc. **3 s.h.**

ASSISTANT PROFESSOR NIELSEN

325. Statistical Mechanics.—Comparison of the methods of ordinary and statistical mechanics, properties of statistical ensembles will be discussed with applications to the Maxwell-Boltzmann distribution law, equipartition of energy, entropy, and thermodynamic probability. Modifications brought about by quantum theory will be introduced and applied to the emission and absorption of radiation and collisions of the first and second kinds. **3 s.h.**

ASSISTANT PROFESSOR NIELSEN

351-352. Physics Seminar.—Advanced study in various fields of contemporary physics. Topics will vary from year to year. The program for 1932-33 will be selected from the following: (a) The Electron Theory of Solids (Edwards); (b) The Raman Effect and its Application (Hatley); (c) Modern Aspects of the Kinetic Theory of Gases (Nielsen); (d) Applications of the Thermionic Vacuum Tube to Modern Research (Collins); (e) Recent Studies in Magnetism (Constant). **2 s.h.**

THE STAFF

Courses in Electrical Engineering open to students in Physics desiring minor work in Electrical Engineering.

257. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152, Mathematics 25, 30, 231. **3 s.h. (E)**

PROFESSOR SCHEALER

258. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase, induction motors, and single-phase induction, series, and repulsion motors. Prerequisite, course 257. **6 s.h. (E)**

PROFESSOR SCHEALER

261-262. High-Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum-tube circuits, wire and wireless-telephone circuits. Prerequisite, Mathematics 231. **6 s.h. (E)**
 PROFESSOR SEELEY

263-264. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering, with an introduction to the use of operational calculus as applied to electrical circuits. Elective. Prerequisites, courses 151-152, Mathematics 231. **6 s.h. (E)**
 PROFESSOR SEELEY

DEPARTMENT OF PSYCHOLOGY

FOR SENIORS AND GRADUATES

201. Social Psychology.—Lectures, readings, and reports. **2 s.h. (w)**
 PROFESSOR McDUGALL

[Not offered in 1932-1933]

203. Psychology of Aesthetics.—Lectures, readings, and reports. **3 s.h. (w)**
 ASSOCIATE PROFESSOR LUNDHOLM

205. Psychology of Reasoning.—Lectures, readings, and reports. **3 s.h. (w)**
 ASSISTANT PROFESSOR RHINE

[Not offered in 1932-1933]

207. Advanced Laboratory Psychology.—An introduction to experimental techniques, with emphasis on individual problems. Laboratory. **3 s.h. (w)**
 ASSISTANT PROFESSOR ZENER

208. Neurological Foundations of Psychology.—A comparative study of the neural basis of behavior. Lectures, laboratory. **4 s.h. (w)**

ASSISTANT PROFESSOR ZENER

[Not offered in 1932-1933]

209. Experimental Psychology.—

A. Survey of experimental work on maturation, learning, memory, motive, emotion, fatigue. Lectures, discussions, reports. **3 s.h.**

[Not offered in 1932-1933]

B. Survey of experimental work on the cognitive processes: sensing, perceiving, thinking. Lectures, discussions, reports. **3 s.h.**

ASSISTANT PROFESSOR ZENER

[Offered in alternate years to 209A]

210. Physiological Psychology.—A consideration of those aspects of the physiology of the nervous system relevant to behavior. Lectures, reports, laboratory. **4 s.h. (w)**
 ASSISTANT PROFESSOR ZENER

212. History and Critical Survey of Psychological Research.—Lectures, demonstrations, discussions. **1 s.h. (w)**
 ASSISTANT PROFESSOR RHINE

214. Psychology of Personality.—Lectures, discussions, reports, and demonstrations. **3 s.h.** (w) ASSISTANT PROFESSOR RHINE

215. Child Psychology.—Lectures with motion picture demonstrations of environmental forces in child behavior and development. **3 s.h.** (w) ASSISTANT PROFESSOR ADAMS

217. Seminar in Comparative Psychology.—Fundamental concepts; tropisms, instinct, gradients, regulation, evolutionary theories, etc. **2 or 3 s.h.** (w) ASSISTANT PROFESSOR ADAMS

218. Abnormal Psychology.—Lectures, readings, and demonstrations. **3 s.h.** (w) ASSOCIATE PROFESSOR LUNDHOLM

219-220. History of Psychology.—Lectures and prescribed readings. A survey of the development of thought on the major problems of psychology from the earliest times to the present day. **2 s.h.** (w) PROFESSOR McDUGALL

221. Psychology of Suggestion and Hypnosis.—Lectures, demonstrations, discussions. **1 s.h.** (w) ASSISTANT PROFESSOR RHINE
(Students admitted by consultation with instructor.)

230-231. Introduction to Research.—Selected seniors only. **2 s.h.**
PROFESSORS McDUGALL, LUNDHOLM, ZENER, RHINE, AND ADAMS

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. first period.* **3 s.h.** PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education 275 or its equivalent. *T.Th.S. first period.* **3 s.h.** PROFESSOR HICKMAN

FOR GRADUATES

301. Schools of Abnormal Psychology—Seminar.—Undergraduates admitted only if pre-medical students or if seniors and candidates for honors in Psychology. **2 or 3 s.h.** ASSOCIATE PROFESSOR LUNDHOLM

302. Seminar—Special Problems.—**2 or 3 s.h.** PROFESSOR McDUGALL

303-304. Research.—Research conducted in coöperation with one or more of the instructors. **2 s.h.** PROFESSORS McDUGALL, LUNDHOLM, ZENER, RHINE, AND ADAMS

306. Seminar in Child Psychology.—Development of speech, social behavior, eidetic imagery and other special problems. **2 or 3 s.h.** ASSISTANT PROFESSOR ADAMS

377-378. Seminar in the Psychology of Religion.—Theories of self and related problems in the philosophical aspects of psychology and their bearing on religious theory. For advanced students in philosophy, psychology, or psychology of religion. Two hours per week through the year. **4 s.h.** PROFESSOR HICKMAN

DEPARTMENT OF RELIGION

NEW TESTAMENT

FOR SENIORS AND GRADUATES

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *M.W.F. second period. 6 s.h.* DR. CLARK

217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *T.Th.S. second period. 3 s.h.* DR. CLARK

218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. *T.Th.S. second period. 3 s.h.* PROFESSOR RUSSELL

219. Life of Paul.—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. *M.W.F. second period. 3 s.h.* PROFESSOR MYERS
[Not offered in 1932-1933]

FOR GRADUATES

311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213. *Th.F.S. third period. 3 s.h.* PROFESSOR RUSSELL

312. New Testament Theology.—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. *Th.F.S. third period. 3 s.h.* PROFESSOR RUSSELL

313. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. *Th.F.S. third period. 3 s.h.* DR. CLARK

314. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. *T.Th.S. fourth period. 3 s.h.* DR. CLARK

315. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. *Th.F.S. third period. 3 s.h.*
 PROFESSOR BRANSCOMB

[Not offered in 1932-1933]

316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. *Th.F.S. third period. 3 s.h.*
 PROFESSOR RUSSELL

[Not offered in 1932-1933]

OLD TESTAMENT

FOR SENIORS AND GRADUATES

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *T.Th.S. first period. 6 s.h.*
 PROFESSOR ———

203-204. Introduction to the Old Testament.—The origin, literary form and contents of the books of the Old Testament in their historical setting. *M.W.F. first period. 6 s.h.*
 PROFESSOR RUSSELL

FOR GRADUATES

301. Old Testament Theology.—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. *M.T.W. third period. 3 s.h.*
 PROFESSOR RUSSELL

302. The Exegesis of Selected Books of the Old Testament.—The books to be studied will be chosen from the following list: Job, Second Isaiah, Zechariah, the Psalms. The study will be based on the English text. *M.T.W. second period. 3 s.h.*
 PROFESSOR RUSSELL

305-306. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. *M.W.F. fourth period. 6 s.h.*
 PROFESSOR ———

[Not offered in 1932-1933]

307-308. The Old Testament in Hebrew.—Parts of the pentateuch are read during the first semester. Selections from the prophets are the basis for the study in the second semester. Prerequisite, Old Testament 201-202 or equivalent. *M.W. at 4. 6 s.h.*
 PROFESSOR ———

[Not offered in 1932-1933]

309-310. Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *M.T.W. first period. 6 s.h.* PROFESSOR ———

[Not offered in 1932-1933]

CHRISTIAN DOCTRINE

FOR GRADUATES

321. Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. *M.W.F. first period. 3 s.h.*

PROFESSOR ROWE

322. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of religious thought and experience of the present age. *M.W.F. first period. 3 s.h.*

PROFESSOR ROWE

323. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. *M.T.W. second period. 3 s.h.*

PROFESSOR ROWE

324. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. *M.T.W. second period. 3 s.h.*

PROFESSOR ROWE

325. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. *M.W.F. fourth period. 3 s.h.*

PROFESSOR ROWE

326. Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. *M.W.F. fourth period. 3 s.h.*

PROFESSOR ROWE

HISTORY OF RELIGION AND MISSIONS

FOR SENIORS AND GRADUATES

281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *T.Th.S. second period. 3 s.h.*

PROFESSOR CANNON

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *T.Th.S. second period. 3 s.h.*

PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. *T.Th.S. third period. 3 s.h.*

PROFESSOR CANNON

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. *T.Th.S. third period. 3 s.h.*

PROFESSOR CANNON

FOR GRADUATES

381. Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. *M.W.F. second period. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1932-1933]

382. Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. *M.W.F. second period. 3 s.h.*

PROFESSOR CANNON

383. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion and Missions 282. *M.W.F. second period. 3 s.h.*

PROFESSOR CANNON

384. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. *M.W.F. second period. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1932-1933]

385. Christianity and World Movements.—Relation of Christianity to significant world movements, race, war, industry, world peace. *T.Th.S. third period. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1932-1933]

386. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualifications and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. *T.Th.S. third period. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1932-1933]

CHURCH HISTORY

FOR SENIORS AND GRADUATES

233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *M.W.F. third period. 3 s.h.*

PROFESSOR GARDNER

234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *M.W.F. third period. 3 s.h.*

PROFESSOR GARBER

FOR GRADUATES

333. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. *M.T.W. fourth period. 3 s.h.*

PROFESSOR GARBER

[Not offered in 1932-1933]

334. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education and modern theological issues. Prerequisite, Church History 233-234. *M.W.F. fourth period. 3 s.h.*

PROFESSOR GARBER

335. Religion in the Southern States since the Civil War.—A detailed study of the religious life of the southern people since 1865. Prerequisite, Church History 233-234. *M.W.F. second period. 3 s.h.*

PROFESSOR GARBER

[Not offered in 1932-1933]

336. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist church in America, and distinctive principles of Methodism. Prerequisite, Church History 233-234. *M.W.F. second period. 3 s.h.*

PROFESSOR GARBER

[Not offered in 1932-1933]

337. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism; relations of church and state; German theology of the nineteenth century; and the Oxford movement. Prerequisite, Church History 233-234. *M.T.W. fourth period. 3 s.h.*

PROFESSOR GARBER

338. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. *M.T.W. fourth period. 3 s.h.*

PROFESSOR GARBER

[Not offered in 1932-1933]

RELIGIOUS EDUCATION

FOR SENIORS AND GRADUATES

261. An Educational Approach to Religion.—A study in the educational theory of religion, including a discussion of the social, psychological, and theological aspects of moral and religious growth. *T.Th.S. fourth period. 3 s.h.* PROFESSOR SMITH

262. Organization of Religious Education.—The development of a system of organization and administration based upon constructive educational theory, and embracing week-day as well as Sunday agencies of religious education. *T.Th.S. fourth period. 3 s.h.* PROFESSOR SPENCE

263. Curriculum of Religious Education.—Educational conceptions of the curriculum; values and uses of current curricula; principles and techniques of curriculum construction. *M.W.F. second period. 3 s.h.* PROFESSOR SPENCE

264. Technic of Teaching Religion.—Objectives and principles of the teaching process, including a discussion of the major types of educational procedure. *M.W.F. second period. 3 s.h.* PROFESSOR SPENCE

FOR GRADUATES

362. Religious Education in Social Reconstruction.—Following the consideration of religious education as a social process, one or more major social issues in contemporary civilization will be critically examined from the standpoint of education's contribution toward social reconstruction. Prerequisite, three semester-hours of Sociology, Religious Education 261 or its equivalent. *T.Th.S. second period. 3 s.h.* PROFESSOR SMITH

363-364. Religious Education and American Civilization.—A survey of the origin and growth of cultural values in the rise of American civilization, with a concomitant investigation of the educational processes of church and state in the shaping of moral and religious personality. Prerequisite, Religious Education 261, or its equivalent. *M.W.F. second period. 6 s.h.* PROFESSOR SMITH

365. Character Education and the State.—A study of the state as character educator, involving a critical examination of the ethical philosophy of the secular state, and of the modern theories and practices of character education. Prerequisite, Religious Education 261 or its equivalent. *M.T.W. first period. 3 s.h.* PROFESSOR SMITH

366. Philosophy of Religious Education.—A critical study of the basic concepts and theories underlying religious education. Prerequisite, Religious Education 261 or its equivalent. *M.T.W. first period. 3 s.h.* PROFESSOR SMITH

381-382. Seminar.—Directed research. Available only upon approval of Department. *Th. 4:00-6:00. 4 s.h.* DEPARTMENTAL STAFF

PSYCHOLOGY OF RELIGION

FOR SENIORS AND GRADUATES

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. first period. 3 s.h.*

PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Psychology of Religion 275 or its equivalent. *T.Th.S. first period. 3 s.h.*

PROFESSOR HICKMAN

FOR GRADUATES

371. The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *M.W.F. third period. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1932-1933]

372. The Religious Experience of Youth.—(Continues the study begun in Psychology of Religion 371 and is along the same lines.) Prerequisite, one course in general psychology. *M.W.F. third period. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1932-1933]

375-376. Seminar: Studies in Mysticism.—Examination of principal phases of religious mysticism to discover their abiding worth in religious experience. Prerequisite, Psychology of Religion 275 or equivalent. *Hours to be arranged. 4 s.h.*

PROFESSOR HICKMAN

377-378. Seminar in the Psychology of Religion.—Theories of self and related problems in the philosophical aspects of psychology and their bearing on religious theory. For advanced students in philosophy, psychology, or psychology of religion. *Hours to be arranged. 4 s.h.*

PROFESSOR HICKMAN

[Not offered in 1932-1933]

HOMILETICS AND PRACTICAL THEOLOGY

FOR SENIORS AND GRADUATES

251. The Rural Church and Sociology.—A study of the religious social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. *T.Th.S. first period. 3 s.h.*

PROFESSOR ORMOND

252. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. *T.Th.S. first period. 3 s.h.*

PROFESSOR ORMOND

FOR GRADUATES

343. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. *M.W.F. third period.* **3 s.h.**

PROFESSOR HICKMAN

DEPARTMENT OF ROMANCE LANGUAGES

FOR SENIORS AND GRADUATES

215-216. The Modern French Novel.—A survey from Madame de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. **6 s.h.**

PROFESSOR JORDAN

217. The French Language.—French phonetics, composition, dictation. **3 s.h.**

PROFESSOR WEBB

218. Materials and Methods.—After a survey of the high school course typical selections for reading are studied as the basis for exercises in writing and speaking French. **3 s.h.**

PROFESSOR WEBB

219. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar; the *Chanson de Roland*; lectures. **3 s.h.**

PROFESSOR COWPER

[Not offered in 1932-1933]

220. Old French.—Types of Old French literature. Reading of typical *Romans d'aventure*; lectures. **3 s.h.**

PROFESSOR COWPER

[Not offered in 1932-1933]

231. Rousseau and the Beginnings of Romanticism.—Lectures, readings and assigned papers. **3 s.h.**

PROFESSOR COWPER

[Not offered in 1932-1933]

FOR GRADUATES

323-324. Realism and Naturalism.—A study of the literary and critical theories underlying the movements of realism and naturalism. Representative authors of the period 1850-1890 are read, and individual problems are assigned, mainly in the field of the novel. **6 s.h.**

PROFESSOR JORDAN

[Not offered in 1932-1933]

325-326. Sixteenth Century Prose.—Prose writers of the sixteenth century. **6 s.h.**

ASSISTANT PROFESSOR WALTON

[Not offered in 1932-1933]

327. Sixteenth Century Poetry.—**3 s.h.**

ASSISTANT PROFESSOR WALTON

328. Anatole France.—**3 s.h.**

ASSISTANT PROFESSOR WALTON

329. History of French Civilization.—3 s.h.

PROFESSOR WEBB

330. Victor Hugo.—3 s.h.

PROFESSOR WEBB

331. Diderot and the Encyclopédie.—Seminar. 3 s.h.

PROFESSOR COWPER

332. History of the French Language.—Lectures and exercises, with an emphasis on the phonology of the language. 3 s.h.

PROFESSOR COWPER

333-334. French Literature, 1890-1914.—6 s.h.

PROFESSOR JORDAN

DEPARTMENT OF SOCIOLOGY

FOR SENIORS AND GRADUATES

205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. **3 s.h.**

PROFESSOR JENSEN

206. Criminology.—Prerequisite, course 101. A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. **3 s.h.**

PROFESSOR JENSEN

212. Child Welfare.—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. **3 s.h.**

PROFESSOR JENSEN

213. Constructive Social Policies.—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. **2 s.h.**

[Not offered in 1932-1933]

215. Rural Sociology.—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied such as the drift to the cities, farming as an occupation, land problems,

farm labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, and the social center. **3 s.h.**

[Not offered in 1932-1933]

216. Urban Sociology.—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. **3 s.h.**

[Not offered in 1932-1933]

217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. **3 s.h.**

PROFESSOR ELLWOOD

218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and mental ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. **3 s.h.**

PROFESSOR ELLWOOD

227. Emigration and Immigration.—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organization in the New World; problems, agencies and processes of assimilation. **3 s.h.**

PROFESSOR JENSEN

FOR GRADUATES

301. Sociology and Religion.—A study of the principles of sociology in their bearing upon religion, and especially upon Christian social ideals. Prerequisite, eighteen hours of undergraduate work in the social sciences, namely, in Sociology, History, Economics, Political Science, Psychology, and Philosophy. *W.M.F. second period.* **3 s.h.**

PROFESSOR JENSEN

319. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. *First semester, T.Th.S. second period.* **3 s.h.**

PROFESSOR ELLWOOD

320. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumpowicz, Ratzenhofer, and Ward, will, among others, be considered. A large

amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. *Second semester, T.Th.S. second period. 3 s.h.* PROFESSOR ELLWOOD

322. Methods of Social Research.—A study of the various methods of research and investigation that can be applied to the study of social phenomena. Considerable time is given to the study of social statistics and the social survey. Special problems are assigned for research and field work. *T.Th.S. first period. 3 s.h.* PROFESSOR JENSEN

330. Seminar.—Research work upon special problems in sociology and social work. One hour session each week throughout the year. **2 s.h.** PROFESSORS ELLWOOD AND JENSEN

COURSES IN THE MEDICAL SCHOOL OPEN TO GRADUATE STUDENTS

ANATOMY

M201. Gross Human Anatomy.—A course especially designed for graduate students, comprising a complete dissection of the cadaver. The laboratory work is supplemented by conferences which place emphasis on the biological aspects of the subject. *Fall quarter.* Hours and credits (Max. 8 s.h.) by arrangement.

DR. SWETT AND STAFF

Prerequisites, Zoölogy 41 and 191 or the equivalent.

M202. Microscopic Anatomy.—Conferences and laboratory work on the morphological characteristics of the tissues of the animal body. The work is based upon a study of fresh and prepared material and is approached from the physiological viewpoint. *Fall quarter.* Hours and credits (Max. 2 s.h.) by arrangement.

DR. HETHERINGTON AND STAFF

Prerequisite, Zoölogy 42 (General Histology) or its equivalent.

M203. Anatomy of the Nervous System.—A study of the gross and microscopic structure of the human central nervous system, special attention being paid to the structural and functional relationships between the various nuclei and fiber tracts. *Fall quarter.* Hours and credits (Max. 4 s.h.) by arrangement.

DR. HETHERINGTON

Prerequisite, Anatomy M201.

M204. Human Embryology.—A lecture and seminar course dealing with the development of the individual with especial reference to the human. Laboratory work, hours and credits (Max. 2 s.h.) by arrangement. Limited to eight students.

DR. SWETT AND STAFF

Prerequisite, Zoölogy 41 and 191.

M305. Regional Anatomy.—A study of transverse sections of the human body for the purpose of establishing the spatial relationships of the various organs. Hours and credits (Max. 3 s.h.) by arrangement.

DR. SWETT AND STAFF

Prerequisites, Anatomy M301 and M303.

BACTERIOLOGY AND IMMUNOLOGY

M221. Bacteriology and Immunology.—This course is devoted primarily to the study of the biological and immunological relationships of micro-organisms in disease. It is not a course in bacteriologic technic. An additional course in technical methods is provided for those who require it. 2 hours lecture and 8 hours laboratory per week in winter quarter. 4 s.h.

DR. D. T. SMITH AND STAFF

Prerequisites, Courses in general zoölogy, general botany, histology and comparative anatomy, general and organic chemistry.

BIOCHEMISTRY

M241. General Biochemistry.—Three lectures and 4 laboratory periods of 3 hours each weekly for eleven weeks. Conference in small groups once each week. *Winter quarter.* 6 s.h.

DR. PERLZWEIG, DR. TAYLOR AND STAFF

Prerequisites, General chemistry, organic chemistry, elementary physical and analytical chemistry and at least one year of college biology.

M242. Biochemical Preparations.—Eight hours laboratory with conferences when necessary. This course involves detailed study of the chemistry of enzymes, proteins, fats, carbohydrates and derivatives. *Spring, Summer, Fall quarters.* Hours by arrangement. 2 s.h.

DR. TAYLOR AND STAFF

Prerequisite, Biochemistry M241.

M243. Chemistry of Nutrition.—One lecture per week. *Spring quarter.* 1 s.h. Optional laboratory by arrangement with instructor. Hours by arrangement.

MRS. S. G. SMITH

Prerequisite, M241.

M341. Pathological Chemistry.—This course will be devoted to the study of the chemical and physical chemical aspects of normal and abnormal metabolism (water and electrolyte equilibrium, acid-base equilibrium, pigment metabolism, gas exchange, etc.) The laboratory work will involve chiefly methods of blood and urine analysis to illustrate the theoretical discussions. Two hours lectures or conferences and 8 hours laboratory work per week. *Spring and Summer quarters.* Hours by arrangement.

DR. PERLZWEIG AND STAFF

Prerequisites, Biochemistry M241 and Physiology M261.

M342. Biochemical Research.—The facilities of the Department of Biochemistry, including various types of research equipment, and of the clinical material of the Blood Chemistry laboratory are available for independent or supervised investigations to properly qualified persons.

DR. PERLZWEIG

PHYSIOLOGY

M261. Human Physiology.—Three lectures per week. *Winter quarter. 2 s.h.*

Prerequisites, Anatomy M201, Biochemistry M241 (or equivalents) and at least one year of college physics.

(Note Biochemistry may be taken concurrently with this course.)

DR. EADIE, DR. McCRAE, DR. F. M. BERNHEIM AND STAFF

M262. Physiology and Pharmacology.—Twenty hours laboratory per week. To follow lectures in Human Physiology. *Spring quarter. M.W. 8:30-5:00, Fri. 8:30-12:30. 7 s.h.*

DR. EADIE, DR. McNIDER AND STAFF

Prerequisites, Physiology M261, Biochemistry M241.

M361. Advanced Physiology.—Advanced lectures on selected topics in Physiology. 1 hour per week. *Spring or Summer quarters. 1 s.h.*

DR. EADIE, DR. McCRAE, DR. BERNHEIM

Prerequisites, Physiology M261 and M262.

OPPORTUNITIES FOR RESEARCH IN FORESTRY

Through placing the Duke Forest under intensive management for forestry purposes last year a beginning has been made in laying the foundations for educational work and research in forestry. The Duke Forest consists of approximately 5,000 acres of land, most of which is adjacent and easily accessible to the University campus. Situated in the lower Piedmont region, composed of second-growth shortleaf pine, loblolly pine, and hardwoods, the Forest is representative of the various types of timber growth found throughout the region.

In developing the Duke Forest the following objectives are being emphasized:

1. Demonstration of the various methods of timber growing, silvicultural treatment, and forest management on a practical and economic basis looking toward providing a sustained yield of forest products.

2. Development as an experimental forest for research in the problems of timber growing and in the sciences basic thereto.

3. To serve as an outdoor laboratory where field work can be carried on by forestry students and where research on special

problems can be conducted by advanced students under the guidance of the instructional staff.

Due to the proximity of the Forest to the laboratories, greenhouses, and other scientific equipment and library facilities of the University, an excellent opportunity exists for the conduct of forest research. Research has already been started on special problems, particularly in the field of forest ecology. Increasing opportunity exists for graduate work and research in this field. During the period in which the work in forestry is being organized, graduate work in forest ecology will be offered through the closely related field of botany. Graduate students having the requisite training in either botany or forestry may do research in forest ecology. (See announcements under Biology Department).

THE SUMMER SCHOOL

The Duke University Summer School is divided into two terms of six weeks each. Many courses giving graduate credit are offered by members of the University Faculty and by visiting professors. A bulletin containing information regarding the graduate courses to be offered during the summer of 1932 may be obtained by addressing the Director of the Summer School, Duke University, Durham, N. C. Summer school graduate students who desire to be admitted as candidates for advanced degrees should make application to the Dean of the Graduate School and furnish official transcripts of the work done for the bachelor's degree. Such application may be made by correspondence, or in person during the first week of each summer term.

FEES AND OTHER EXPENSES

GENERAL FEES

All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until his fees have been paid. Graduate students are required to pay the following fees:

Matriculation, per semester.....	\$ 25.00
Tuition, per semester.....	100.00
*Room rent, per semester.....	50.00 to 75.00
Library fee, per semester.....	5.00
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	5.00
†Damage fee, payable annually at the September registration....	1.00
Medical fee, payable each semester.....	2.00
Commencement fee, payable once by graduate students, in the last semester before a degree is conferred.....	3.00
Diploma fee, payable by candidates for degrees in the second semester	5.00

SPECIAL FEES

Graduate students in the sciences are required to pay the special laboratory fees for courses as fixed by the various departments. An administrative fee is charged in connection with special research work in the summer under direction of a member of the faculty.

TRANSCRIPTS

A student desiring to transfer from Duke University to another institution is entitled to one transcript of his record. A charge of one dollar is made for each additional copy.

TEACHERS TAKING GRADUATE COURSES

For the purpose of aiding North Carolina teachers in their professional preparation, Duke University grants a special tui-

* The reservation fee of \$5.00, payable on or before August 1, is deducted from the rent for the first semester.

† Any surplus remaining in this fund at the end of a year is applied to some student activity.

tion rate to members of the faculties of near-by schools and colleges who desire to register during the regular academic session for one or two graduate courses. For such courses a teacher is required to pay a registration fee of \$5.00 at the beginning of each semester and a tuition fee of \$3.00 for each semester-hour of work, together with any regular laboratory fees which may be required in these courses. A student may not register for more than seven hours per week under this provision.

Instructors, part-time instructors, members of the library staff, other similar members of the University staff, and ministers of nearby churches may be included under the above provision by the Dean of the Graduate School, provided such persons are not receiving more than one-half credit for residence in meeting the requirements for advanced degrees.

The special tuition rate for teachers does not apply in any case to the holders of fellowships, graduate scholarships, and graduate assistantships annually awarded in the Graduate School of Arts and Sciences.

PAYMENTS TO FELLOWS AND SCHOLARS

Payments by the University of stipends to fellows and scholars are made in four installments, on November 25, January 25, March 25, and May 25. Fellows and scholars are required to pay the regular tuition fee and such additional fees as are ordinarily required of graduate students.

ROOMS AND CONDITIONS OF RENTING THEM

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. A room deposit of \$5.00 is required of each applicant for admission. This fee is deducted from the room charges at the time of registration for the fall semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the Treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made on or before August 1.

A resident student who wishes to retain his room for the succeeding year must notify the office of the Director of the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. Unless a deposit of \$5.00 for each proposed occupant, in part payment of rent, is made by August 1, reservations are cancelled and the University is free to rent the room to other students. When a room is once engaged by a student, no change will be permitted except with the consent of the Director of the Business Division. Leaving one room and occupying another without permission is strictly against the rule and will render the offender liable to charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

DORMITORIES FOR MEN

On the West Campus there are three groups of dormitories, Craven, Crowell, and Kilgo. Each group forms a quadrangle enclosing a court. Sections O and P of Kilgo are reserved for the use of students of the Graduate School of Arts and Sciences.

DORMITORY ROOMS FOR GRADUATE WOMEN

Five new dormitories built especially for women and newly and attractively furnished were opened in September, 1930. In each hall, serving as a center for the social life of the hall, are a large living-room, and three small reception rooms. The students' rooms are single, double, or arranged in suites of two rooms for two, three, or four students and are supplied with all necessary furnishings except towels, sheets, pillow-slips, blankets, and heavy bed coverings. All undergraduates from out of town are expected to live in the dormitories and no student under twenty-one is permitted to live outside of the dormitories unless with near relatives. Special arrangements may be made with the Dean by graduate women who wish to live in town. Graduate students will be welcomed in the dormitories and

special regulations will be made for their convenience. Heads of the halls, with the coöperation of the Student Council, have general charge of the social life of the halls. Connected with the dormitories by arcades is the Union, which includes dining rooms for students and faculty, a lounge, and other rooms for various student activities.

BOARDING ACCOMMODATIONS

West Campus.—Beginning with the academic year 1930-31 the University opened its dining hall in the Union on the West Campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

The Union is the logical center of student activities for men, and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop is operated for the convenience of students and visitors.

Woman's College, East Campus.—The dining halls of the Woman's College are situated in the Union, the student center, on the East Campus. No resident woman student is permitted to board elsewhere than at this Union. Board is \$112.50 per semester.

MEDICAL CARE

The University Physician, Dr. Joseph A. Speed, who maintains offices on the University Campus, has general charge of the health of the students. Adequate, first-class provision for caring for all sick students is made in the hospital of the Medical School of the University. Any student too ill to attend his college classes is taken to the Hospital. There is, in addition on the campus of the Woman's College, a well-equipped infirmary under the care of a resident nurse, where the less serious cases of illness may be treated.

However, it is clearly to be understood that any illness arising from other than unavoidable causes is not treated without charge by the University Physician or other staff members of

the Hospital. Students suffering with such diseases must pay the cost of both medical treatment and hospitalization.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a graduate student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum cost, while all charges made by the University have been kept low. Incidental expenses naturally depend upon the tastes and habits of the individual. The following table gives the necessary college expenses for one year:

	<i>Low</i>	<i>Moderate</i>	<i>Liberal</i>
Tuition	\$200.00	\$200.00	\$200.00
Matriculation	50.00	50.00	50.00
Room-Rent	100.00	125.00	150.00
Board	225.00	225.00	225.00
Laundry	20.00	25.00	30.00
Books	22.50	30.00	45.00
Commencement Fee	3.00	3.00	3.00
Library Fee	10.00	10.00	10.00
Athletic Fee ...	10.00	10.00	10.00
Damage Fee	1.00	1.00	1.00
Medical Fee	4.00	4.00	4.00
Total.....	\$645.50	\$683.00	\$728.00

ADVANCED DEGREES CONFERRED, JUNE 10, 1931

MASTER OF ARTS

*Aiken, Leonora	Curtis, Ruth Evelyn
*Alberson, Hazel Stewart	Drake, Virginia Helen
Ashley, George Norman	Frick, Harvey Lee
Barringer, Blanche	Fry, Glenn Ansel
Bowles, Charles Phillips	Gibbs, John Ernest, Jr.
Braswell, John William	Hamilton, Charles Everette
Callihan, Alfred Dixon	Harris, Florence Catherine
Carter, Frances Claire	Haus, George Joseph
Clifton, Robert Marston	Hauss, Mary Arden
*Cooke, Cecil Edwards	Heilman, Lee Williford
Council, Raymond Ward	Herdman, Allan Whitney
*Cox, Henry Miot	Hoban, Charles Francis, Jr.
Cox, Virginia Faye	Holt, Isaac Terry
Crook, Dorothy Louise	Howell, Thelma

* Degree conferred *in absentia*.

Huckabee, Ellen Harris	Poag, Frederick Vaughn
Jackson, David Kelly, Jr.	Pool, Bob Lem
Kapp, Mary Eugenia	Powell, Margaret Alice
Ledbetter, Frances Gresham	Rees, Edward Jeffries
Ledbetter, Margaret	Seeley, Emetta Weed
*Lowance, Franklin Elta	Sharp, Eron Malcolm
McAllister, James Gray	Shaw, Thomas Jefferson, Jr.
McDowell, Gladstone Wadley	Stalvey, James Benjamin
MacFadyen, Elizabeth Ann	Staton, Ennis Calvin
McGukin, Lena Virginia	Stephens, Hugh Wesley
Martin, Bessie	Tilley, Nannie May
*Mathews, Joseph James	*Underwood, Eugene Taylor
*Moffit, James William	Wallace, Elbert Stephen
Monyer, Henry William	*Wannamaker, Elizabeth Bates
*Morehead, Charles Galloway	Williams, Winona
*Morehead, Sara Frances	

MASTER OF EDUCATION

Bizzell, Alma Bridges	Lovelace, Arsola Crawford
Curtis, Kader Randolph	*McKee, Lynn C.
Davies, Clyde Thomson	*Milner, Morris Edwin
Enfield, George Hyson	*Warrick, Edward
Greene, Fred Woodside	Williamson, Francis Marvin
House, Ray Weldon	

DOCTOR OF PHILOSOPHY

BASLER, ROY PRENTICE, JR., A.B., Central; M.A., Duke.

Dissertation: *Abraham Lincoln in Literature: The Growth of an American Legend.*

CARROLL, MARY SWAN, A.B., University of Tennessee; M.A., University of Wisconsin.

Dissertation: *Tennessee Sectionalism, 1796-1861.*

ELMORE, KELLY LEE, A.B., Duke.

Dissertation: *Temperature Hysteresis in Weston Standard Cells.*

GREATHOUSE, GLENN ARTHUR, B.E., Illinois State Normal; M.S., University of Illinois.

Dissertation: *Some Physico-Chemical Properties of Cell Sap in Plants, with some Studies of Transpiration, and their Relationship to the Physical Environment.*

PACE, DONALD METCALF, B.S., Susquehanna; M.A., Duke.

Dissertation: *The Relation of Inorganic Salts to Growth and Reproduction in Amoeba Proteus.*

PARKS, E. TAYLOR, A.B., Carson-Newman; M.A. University of Tennessee.

Dissertation: *Colombia and its Relations with the United States, 1765-1848.*

ROOT, RAYMOND WILLARD, A.B., Milton; M.A., Duke.

* Degree conferred in absentia.

Dissertation: *The Respiratory Function of the Blood of Marine Fishes.*

STOKES, RUTH WYCKLIFFE, A.B., Winthrop; M.A., Vanderbilt.

Dissertation: *A Geometric Theory of Solution of Linear Inequalities.*

WALSTON, ROSA LEE, A.B., Woman's College of Alabama; M.A., Birmingham-Southern; M.A., Columbia.

Dissertation: *A Critical Study of George W. Cable.*

LIST OF GRADUATE STUDENTS

ACADEMIC YEAR, 1931-1932

Ader, Olin Blair	Winston-Salem, N. C.
A.B., A.M. (Duke), Mathematics.	
Agnew, Donald Charles	Delta, Colorado
A.B. (Park), Education, Psychology.	
Alexander, Thomas Robert	Charlotte, N. C.
A.B. (Davidson), A.M. (Duke), B.D. (Union), Economics.	
Allen, Robert Ivey	DeLand, Florida
B.S., M.S. (University of Georgia), Physics.	
Altwater, Frederick Vernon	Denver, Colorado
A.B. (Duke), Economics.	
Anderson, Lewis Edward	Courtland, Miss.
B.S. (Mississippi A. and M.), Botany, Zoölogy.	
Andrews, Henry Lucian	Mount Gilead, N. C.
A.B. (Duke), Sociology.	
Armstrong, Noble Boyd	Jacksonville, Fla.
A.B., A.M. (University of Florida), Psychology, Education.	
Arrowood, Isabel	Sharon, S. C.
A.B. (Flora Macdonald), B.S. (Columbia Univ.), Latin.	
Ashe, Alex Elisha	Sylva, N. C.
A.B. (Duke), Education.	
Atchley, Paul Trotter	Sevierville, Tenn.
A.B. (Carson-Newman), History, French.	
*Baker, Rudolph Jackson	Holly Springs, N. C.
A.B. (Duke), Chemistry.	
Balch, Clifford Perry	Mansfield, Pa.
A.B. (Franklin and Marshall), History.	
*Barbee, Arthur Odell	Durham, N. C.
A.B. (Duke), Education, English, History.	
Bartlett, Verne Edwin	Weaverville, N. C.
A.B. (Duke), Economics.	
Berghauser, Ailsie Powel	Bristol, Tenn.
B.S. (University of Tennessee), English.	
Berghauser, Albert Sartor	Bristol, Tenn.
A.B. (Duke), German, French.	
Bernstecker, Emil	Durham, N. C.
B.S. (College of the City of New York), History.	
Best, Albert Hartwell, Jr.	Spartanburg, S. C.
A.B. (Wofford), Education.	
Black, Ann Biggerstaff	Durham, N. C.
A.B. (Duke), English.	
Black, Hazel Juanita	Landis, N. C.
A.B. (Greensboro), A.M. (Cornell), French, English.	

* A.B. to be conferred June, 1932.

- Cochrane, Asa Frazier, Jr . Milligan College, Tenn.
B.S. (Cumberland), M.S. (University of Tennessee), Zoölogy.
- Combs, Gilbert Reynolds Durham, N. C.
A.B. (Kentucky Wesleyan), Religion, Sociology.
- Cook, Louis Bertram Cranston, R. I.
B.S. (Brown), Chemistry.
- Craig, Ellen Jones Hillsboro, N. C.
A.B. (Greensboro), A.M. (University of North Carolina), Education.
- Craig, William Gilbert Hillsboro, N. C.
A.B., A.M. (University of North Carolina), Education.
- Crumpacker, Bernice H. Durham, N. C.
A.B. (Duke), Psychology.
- Cuninggim, Merrimon Nashville, Tenn.
A.B. (Vanderbilt), English.
- Cutter, Walter Airey Baltimore, Md.
A.B. (Central, Missouri), A.M., B.D. (Duke), Philosophy, Psychology.
- Darden, Robert Bright Lawrenceville, Va.
A.B. (Randolph-Macon), Religion, Psychology, Education.
- deBruyne, Jacob, M. A. Durham, N. C.
A.B., A.M. (Duke), Chemistry.
- DeHart, Mildred Frances Covington, Va.
B.S. (Farmville State Teachers), French, English.
- DeJong, David Cornell Grand Rapids, Mich.
A.B. (Calvin), English.
- DeLancy, Frances Priscilla Morgantown, W. Va.
A.B., A.M. (University of West Virginia), Political Science, Economics.
- Delaplane, Walter Harold Toledo, Ohio
A.B., A.M. (Oberlin), Economics.
- Dickerson, Robert Turpin Richmond, Va.
A.B. (Duke), Chemistry, Physics.
- Doxey, John Elwood Bertha, N. C.
A.B. (Duke), French, German.
- Dressel, Francis George Hart, Mich.
B.S. (Michigan State), M.S. (University of Michigan), Mathematics.
- Dreyer, Edward Peter New Orleans, La.
B.S., M.A. (Tulane), English.
- *Eason, Elizabeth Bruner Durham, N. C.
B.S. (Peabody), German, French, English.
- Echols, Annie Beulah Orlando, Fla.
B.S. (Peabody), Mathematics.
- Evans, Garfield Camaguay, Cuba
A.B. (Southern), Religion, Sociology, History.
- Fagan, Minnie Lee Campobello, S. C.
A.B. (Winthrop), Mathematics.
- Farrar, Margaret Ella Mount Holly, N. C.
A.B. (Greensboro), English, History.
- Fort, William Edwards, Jr. Birmingham, Ala.
B.S. (Georgia Tech.), Philosophy, Psychology.
- Fox, Herbert Junius Franklinville, N. C.
A.B. (University of North Carolina), Chemistry, Zoölogy, Physics.

* B.S. to be conferred June, 1932.

Frick, Harvey Lee	Gold Hill, N. C.
A.B., A.M. (Duke), Psychology, Zoölogy.	
Fry, Glenn Ansel	Albemarle, N. C.
A.B. (Davidson), A.M. (Duke), Psychology, Zoölogy, Education.	
*Fulmer, Mary Eunice	Como, Miss.
A.B. (Mississippi State College for Women), Mathematics, Physics.	
Garrett, Harper Lee	Greenville, S. C.
A.B. (Citadel), History, Economics.	
Gelmann, Herman Henry	Brooklyn, N. Y.
B.S. (Fordham), A.M. (Stanford), Chemistry, Physics.	
George, LeRoy Brunson	Independence, La.
A.B. (Wofford), Religion.	
George, Robert Wilfred	Belle Center, Ohio
A.B. (Geneva), A.M. (Columbia), Psychology.	
Gillaspie, Athey Graves	Big Island, Va.
B.S. (Lynchburg), A.M. (Duke), Chemistry.	
Glenn, Argyle	Richmond, Va.
A.B. (Duke), Latin, Greek.	
Godcharles, Charles Augustus	Milton, Pa.
A.B. (Bucknell), Philosophy, Psychology.	
Goldstein, Israel Payson	East Taunton, Mass.
A.B. (Lehigh), English.	
Gooch, Richard Este	Lynchburg, Va.
A.B. (Washington and Lee), Education, Sociology, Religion.	
Gorman, Mary Aylward	Lynchburg, Va.
A.B. (Randolph-Macon), Chemistry, Physics.	
Graham, Eleanor Grace	Zelienople, Pa.
A.B. (Westminster), Education, English.	
Green, Charles Sylvester	Durham, N. C.
A.B. (Wake Forest), B.D., A.M. (Duke), Philosophy, Religion.	
Griffin, Mabel Jeannette	Durham, N. C.
A.B., A.M. (Duke), Mathematics.	
Guice, Clarence Norman	Conway, Ark.
A.B. (Hendrix), History, Economics.	
Guild, Lucy	Hollywood, Calif.
A.B. (University of California), French, Philosophy.	
Guy, Walter Carlisle	McBee, S. C.
A.B. (Wofford), Physics, Mathematics.	
Hanslick, Roy Stanley	Providence, R. I.
B.S. (Tufts), A.M. (Cornell), Chemistry.	
Hanson, Isabel	Smyrna, Ga.
B.S., M.S. (University of Georgia), Physics.	
Hardin, Rector Roemilt	Spindale, N. C.
A.B. (Berea), Economics.	
Harrington, Annie Mae	Comers Rock, Va.
B.S. (Radford State Teachers), Mathematics, Physics.	
Harrington, Milton Elree	Greenville, N. C.
A.B. (Duke), German, English, Economics.	
Harris, Isabella Deas	Cordele, Ga.
A.B. (Wesleyan), English.	

* A.B. to be conferred June, 1932.

Harrison, David Moody	Beaverdale, Pa.
B.S. (Ursinus), Economics.	
Harrison, Eugene Myers	Florence, S. C.
A.B. (Furman), Th.B. (Southern Baptist Theological Seminary), Religion.	
Harvey, Harlow Williamson, Jr.	Athens, Ga.
B.S. (University of Georgia), Botany.	
Hastings, Comer Henry	Memphis, Tenn.
A.B. (Lambuth), Religion, History.	
Haus, George Joseph	Richmond, Va.
B.S. (William and Mary), A.M. (Duke), Chemistry.	
Herron, Ima Honaker	Famersville, Texas
A.B., A.M. (Southern Methodist), English.	
Hocutt, Edgar Jerome	Enfield, N. C.
A.B. (Duke), English, German.	
Hodges, Wiley Edward	Blountville, Tenn.
A.B. (Roanoke), A.M. (Duke), Political Science, Economics, History.	
Hoffman, George Edward	Winnetka, Ill.
A.B., A.M. (Northwestern), English.	
Holdford, Anne Virginia	Raleigh, N. C.
B.S. (Peabody), Education.	
Holton, Lela Young	Durham, N. C.
A.B., A.M. (Duke), Psychology.	
†Hooker, Charles Wright	Durham, N. C.
A.B., A.M. (Duke), Zoölogy, Chemistry, Botany.	
Hoole, William Stanley	Darlington, S. C.
A.B., A.M. (Wofford), English.	
Hoover, Faith Sprole	Durham, N. C.
A.B. (Monmouth), Political Science.	
Horner, Esther Louise	Durham, N. C.
B.S. (Peabody), Education.	
Huckabee, Weyman Carlisle	Durham, N. C.
A.B. (Duke), Religion.	
Hudson, Charles Franklin	Durham, N. C.
A.B. (Wake Forest), Th.M. (Southern Baptist Theological Seminary), Religion, Sociology.	
Huffman, Norman Ara	Asheville, N. C.
A.B. (Duke), Religion.	
Humble, Hilary	Wilmington, N. C.
A.B. (Duke), Chemistry, Physics.	
Hunter, Annie May	Henderson, N. C.
A.B. (North Carolina College for Women), Education.	
Irons, George Vernon	Rome, Ga.
A.B., A.M. (University of Alabama), History.	
Israel, Kate Ola	Asheville, N. C.
A.B. (Duke), Chemistry.	
Jackson, David Kelly, Jr.	Gastonia, N. C.
A.B., A.M. (Duke), English.	
Jackson, Fynes Bert	Durham, N. C.
A.B. (Emory and Henry), Religion, Sociology.	
James, Feltham Syreen	Sumter, S. C.
A.B. (Wofford), Religion, Sociology.	

† A.M. to be conferred June, 1932.

Jarman, Laura Martin	Staunton, Va.
A.B. (Mary Baldwin), French.	
Jarrell, Hampton McNeely	Athens, Ga.
A.B. (University of Georgia), A.M. (Harvard), English.	
*Jenkins, John Robert, Jr.	Carmele, N. C.
A.B. (Duke), Economics.	
Jenkins, Ruth Irwin	Louisville, Ky.
A.B. (University of Louisville), Botany, Psychology.	
Jenkins, Theodore Roosevelt	Durham, N. C.
A.B. (Duke), Religion.	
Jernigan, Charlton Coney	Durham, N. C.
A.B., A.M. (Duke), Greek, Latin.	
Johnson, Frank Harris	Raleigh, N. C.
A.B. (Princeton), Botany, Physics.	
Johnston, Thomas McNaughton	Allison Park, Pa.
B.S. (Washington and Jefferson), A.M. (Tulane), English.	
Jordan, Walter Edward	Raleigh, N. C.
B.S., M.A. (Wake Forest), M.S. (North Carolina State), Chemistry.	
Kelley, Carl Williams	Durham, N. C.
A.B. (University of North Carolina), Chemistry.	
Kestler, Mary Elizabeth	Davidson, N. C.
A.B. (Duke), English.	
Ketchum, Marshall Dana	Auburn, N. Y.
B.S., M.S. (Syracuse), Economics.	
Ketring, Ruth Anna	Richmond, Ind.
A.B. (Earlham), A.M. (Duke), History.	
Kirkland, Mary Rebecca	Durham, N. C.
A.B. (Duke), French, History.	
Latham, Dennis Harold	Bath, N. C.
B.S. (North Carolina State), Botany, Zoölogy.	
Lawrence, Ora Woodford	Des Moines, Iowa
A.B. (Drake), Sociology, Philosophy.	
Lee, Donald Woodward	Stroudsburg, Pa.
A.B. (Pennsylvania State), English, Philosophy.	
LeKites, Katherine	Chincoteague, Va.
A.B. (Washington College, Maryland), English.	
Lewis, Samuel Truman	Hattiesburg, Miss.
B.S. (Mississippi State Teachers), A.M. (Vanderbilt), Sociology, Economics.	
Long, Albert Anderson	Durham, N. C.
A.B. (University of North Carolina), Education.	
Longstreet, Rubert James	Daytona Beach, Fla.
B.S., A.M., LL.B. (John B. Stetson), Education, Sociology.	
Lowance, Franklin Elta	Roanoke, Va.
B.S. (Roanoke), A.M. (Duke), Physics, Mathematics.	
Lowell, Stanley	Hastings, Minn.
A.B. (Asbury), Religion, History.	
*Lowry, John Milton	Peachland, N. C.
A.B. (Elon), Economics, Sociology.	
McAdams, Laura Jean	Due West, S. C.
A.B. (Erskine), A.M. (University of South Carolina), Latin, Philosophy.	

* A.B. to be conferred June, 1932.

McAllister, James Gray, Jr.	Richmond, Va.
B.S. (Hampden-Sydney), A.M. (Duke), Mathematics, Physics.	
McCulloch, Thomas Logan	Eaton, Ohio
A.B., A.M. (Duke), Psychology, Zoölogy.	
McDavid, Raven Ioor, Jr.	Greenville, S. C.
A.B. (Furman), English.	
McDonald, Ralph Waldo	Winston-Salem, N. C.
A.B. (Hendrix), A.M. (Duke), Education.	
McDowell, Gladstone Wadley	Waynesville, N. C.
A.B., A.M. (Duke), Mathematics.	
McEwen, Noble Ralph	Irondale, Ala.
A.B. (Birmingham-Southern), A.M. (Duke), Education, Psychology.	
MacFayden, Elizabeth Ann	Concord, N. C.
A.B., A.M. (Duke), History.	
McNair, Hallie	Patrick, S. C.
A.B. (Winthrop), English.	
Mabry, William Alexander	Durham, N. C.
A.B., A.M. (Duke), A.M. (Harvard), History.	
Mann, Donald Ray	Richmond, Va.
A.B. (University of Richmond), Zoölogy.	
*Mann, Marvin Mellard	St. Matthews, S. C.
A.B. (Duke), Physics, Mathematics.	
Mansfield, Mamie	Durham, N. C.
A.B. (Duke), Education.	
Marks, William Bernelle	Ashton, Md.
A.B. (William and Mary), Education, Psychology.	
Marshall, Helen Edith	Garden City, Kansas
A.B. (College of Emporia), A.M. (University of Chicago), History.	
*Martens, John Wesley	Newport News, Va.
A.B. (Duke), Economics.	
Martin, Isabel	Durham, N. C.
A.B. (Duke), Education, English.	
Mason, Morton Freeman	Durham, N. C.
B.S. (Oregon State), Chemistry.	
Massey, Herbert Neal	Smithfield, N. C.
A.B. (Mercer), A.M. (University of Chicago), Sociology.	
Mattox, William Reuben	Pen Hook, Va.
A.B. (Duke), Economics.	
Meier, Frederick William	New Orleans, La.
Ph.B. (University of Chicago), A.M. (Tulane), Philosophy, Psychology.	
Merriman, Paul Homer	Monteagle, Tenn.
B.S. (University of the South), Physics, Mathematics, Engineering.	
Merritt, Ethel Louise	Wilmington, Delaware
A.B. (University of Delaware), Chemistry.	
Metler, Alvin Velbert	Adrian, Mich.
B.S. (Adrian), A.M. (Duke), Chemistry.	
Miller, Harold William	Spartanburg, S. C.
A.B. (Wofford), Greek, Latin.	
Mitchell, John Aubrey	Nathalie, Va.
A.B. (Washington and Lee), A.M. (Columbia), Psychology, History, Education, Botany.	

* A.B. to be conferred June, 1932.

- Mitchell, Nicholas Pendleton, Jr. Seymour, Texas
A.B., A.M. (University of Texas), Political Science, History.
- Moore, Everett Butler, Pa.
B.S. (University of Pittsburgh), Chemistry, Physics.
- Moore, Nancy Catherine Roxboro, N. C.
A.B. (North Carolina College for Women), Education.
- Moore, Robert Presnell Laurens, S. C.
B.S. (Presbyterian), Chemistry, Physics.
- Moore, Troy Rozelle Dandridge, Tenn.
A.B. (Carson and Newman), French.
- Morgan, Jasper Eugene Waynesville, N. C.
B.S. (Wake Forest), Physics, Mathematics, Engineering.
- Morgan, Karl Ziegler Salisbury, N. C.
A.B., A.M. (University of North Carolina), Physics, Mathematics.
- Moseley, Rolf Earl Durham, N. C.
Ph.B., M.S. (Emory University), Chemistry, Physics.
- Moses, Anna Katherine Durham, N. C.
A.B. (Duke), French.
- Mumford, Carey Gardner Raleigh, N. C.
A.B. (Wake Forest), Mathematics.
- Munson, Sam Clark Kosciusko, Miss.
B.S., M.S. (Mississippi A. and M.), Zoölogy, Chemistry.
- Munyan, Merrill Calvin Worcester, Mass.
A.B. (Wesleyan), History.
- Nash, George Earle Bogalusa, La.
A.B. (Duke), History, Education.
- Newland, Lee Max Indianapolis, Ind.
B.S. (Butler), Economics, Sociology.
- Newsom, Mary Etta Jackson, Miss.
B.S. (Millsaps), Mathematics, Education.
- Nicholson, Waller Staples Guilford College, N. C.
A.B. (Guilford), Religion, Psychology.
- Noell, Margaret Jeannette Durham, N. C.
A.B. (North Carolina College for Women), Education.
- Nolan, Louis Clinton Morganton, N. C.
Ph.B. (Emory), History.
- Nuermberger, Gustave Adolph Buffalo, N. Y.
A.B. (University of Buffalo), History, Economics.
- Nyeu, Ming Hwa Shanghai, China
A.B. (George Washington), Economics.
- Pearson, John Herbert Providence, R. I.
B.S. (Brown), Chemistry.
- Peck, Alice Amanda Whitney, S. C.
A.B. (Converse), Mathematics, Physics.
- *Pell, Evelyn Jackson Pilot Mountain, N. C.
A.B. (Asbury), French, History.
- Perry, Herbert Judson Raleigh, N. C.
A.B. (Acadia), B.D., A.M. (Colgate), Education.
- Peterson, Harold Fern Galesburg, Ill.
A.B. (Knox), A.M. (University of Minnesota), History.

* A.B. to be conferred June, 1932.

- Petty, Clara Octavia Durham, N. C.
A.B. (Duke), Education.
- Phillips, Edward Lindsey Durham, N. C.
A.B. (Duke), Political Science.
- Porterfield, Austin Larimore Durant, Okla.
A.B. (Oklahoma City University), A.M. (Drake), B.D. (Phillips), Sociology, Philosophy.
- Poteat, Mary Marion, N. C.
A.B. (North Carolina College for Women), A.M. (Columbia), English.
- Powers, Oscar Scofield Wichita Falls, Texas
A.B. (Baylor), A.M. (Cornell), Latin.
- Pratt, Joseph Gaither Winston-Salem, N. C.
A.B. (Duke) Psychology.
- Price, Guy Vaughan Kansas City, Mo.
A.B. (William Jewell), A.M. (University of Chicago), Sociology, History.
- Priepke, Rudolf Julius Clarksville, Iowa
B.S. (Elmhurst), A.M. (Duke), Chemistry, Physics.
- Pullias, Earl Vison Castalian Springs, Tenn.
A.B. (Cumberland), A.M. (University of Chicago), Education, Psychology.
- Pyron, Joseph Hicks Reynolds, Ga.
A.B., M.S. (University of Georgia), Botany, Zoölogy.
- Quillen, Della Lucile Fountain Inn, S. C.
A.B. (Greenville Woman's), English.
- Reeves, Carl Walker Greenville, S. C.
B.S. (Citadel), A.M. (Columbia), English.
- Reichardt, Josephine Eleanor Reading, Mass.
B.R.E. (Boston), Education, Sociology.
- Rice, Noland Ernest Bellevue, Ky.
A.B. (University of Kentucky), Zoölogy, Education.
- Riley, Charles Leigh Chapel Hill, N. C.
A.B., A.M. (Washington and Lee), History, Economics.
- Robertson, Lora Lee Paducah, Ky.
B.S. (University of Kentucky), Botany, Zoölogy.
- Rogers, Powell Burwell Newport News, Va.
A.B. (William and Mary), English.
- Rowe, Frances Eleanor Memphis, Tenn.
A.B. (Duke), History, Economics.
- Schuppan, Irma Margaret Houston, Texas
A.B. (Rice), Mathematics, Physics.
- Seeley, Emetta Weed Durham, N. C.
A.B. (Connecticut College for Women), A.M. (Duke), Psychology.
- Sessoms, Louise Elizabeth Fuquay Springs, N. C.
A.B. (Duke), Psychology, Religion.
- Shankle, Herbert Lazelle Mt. Gilead, N. C.
A.B. (Duke), Chemistry.
- Shannon, Edward McDaniel Clinton, S. C.
A.B. (Erskine), Education, History.
- Shipp, Mary Elizabeth Durham, N. C.
A.B. (Duke), Zoölogy.
- Shockley, Martin Staples Stuart, Va.
A.B. (University of Richmond), English.
- Sigmon, Hugh William Newton, N. C.
A.B. (Lenoir-Rhyne), M.S. (North Carolina State), Chemistry, Physics.

Sledd, Warren Candler	Decatur, Ga.
A.B. (Emory), A.M. (Duke), Latin, Greek.	
Smith, Newell Hart	Gallatin, Mo.
A.B. (Park), A.M. (University of Virginia),	Physics, Mathematics.
Spence, Mary Elizabeth	Goldsboro, N. C.
A.B. (Duke), German.	
Stalvey, James Benjamin	Tabor, N. C.
A.B., A.M. (Duke), History.	
Stanbury, Walter Albert, Jr.	Durham, N. C.
A.B. (Duke), English.	
Steele, Eva Belle	Catlett, Va.
B.S. (Peabody), Religion, Philosophy.	
Stradley, Paul Gill	Cumberland Gap, Tenn.
A.B. (Emory and Henry), History.	
Stroud, Dorothy Mae	Valdosta, Ga.
A.B. (Georgia State Woman's), History, Economics.	
*Stuart, Charles Edward	Rochester, N. Y.
A.B. (Duke), Psychology, Zoölogy.	
Sullivan, Willie Jefferson	Jackson, Miss.
B.S. (Millsaps), Chemistry, Physics.	
Swain, Louis Hall	Durham, N. C.
A.B. (Duke), English, Education.	
*Tanner, Edward William	Cortland, N. Y.
A.B. (Colgate), Chemistry, Physics.	
Tarbutton, Grady	Wesson, Miss.
B.S. (Millsaps), M.S. (University of Iowa),	Chemistry, Physics.
Taylor, Robert King, Jr.	Greenville, S. C.
B.S. (Furman), Zoölogy, Botany.	
Thomas, John Frederick	Detroit, Mich.
A.B., A.M. (University of Michigan), Psychology.	
Thrift, Charles Tinsley	Durham, N. C.
A.B. (Duke), Religion, History.	
Tipton, Samuel Ridley	Sylvester, Ga.
A.B. (Mercer), Zoölogy.	
Truesdale, James Nardin	Asheboro, N. C.
A.B., A.M. (Duke), Greek.	
Twaddell, Vera Carr	Durham, N. C.
A.B. (Duke), Education.	
Vining, Morgan Fisher	Chapel Hill, N. C.
A.B., LL.B. (University of Texas), English, Education.	
Voelkle, Robert Hull	Youngstown, Ohio
A.B. (Miami), English, History.	
*Wahrenbrock, Elizabeth Lucas	Durham, N. C.
A.B. (University of Michigan), English.	
Waite, Alexander	Durham, N. C.
A.B. (University of South Carolina), Psychology.	
Walker, Herman, Jr.	Bradenton, Fla.
A.B. (Duke), Political Science, Economics.	
Walker, Mary Lipscomb	Durham, N. C.
A.B. (Duke), English, French.	

* A.B. to be conferred June, 1932.

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|--------------------------------------------------------------------------------------|----------------------|
| Wallace, Albert Stephen | Roswell, New Mexico |
| A.B. (Birmingham-Southern), A.M. (Duke), Economics. | |
| †Wallace, Julian Howard | Durham, N. C. |
| B.S. (University of Florida), Botany, Zoölogy. | |
| Ward, Ellen Gunter | Durham, N. C. |
| A.B. (Duke), English. | |
| Warden, Cree | Lyons, Kansas |
| A.B., A.M. (University of Kansas), Psychology. | |
| Whaley, Otis | Durham, N. C. |
| B.S. (East Tennessee State Teachers), M.Ed. (Duke), Political Science,
Economics. | |
| Wilcox, David Henry, Jr. | Winston-Salem, N. C. |
| A.B. (Wake Forest), Chemistry, Physics. | |
| Williams, Harold Fish | Ladysmith, Wisconsin |
| Ph.B. (University of Wisconsin), Botany. | |
| Williams, Harvey Page | Raleigh, N. C. |
| A.B. (William and Mary), Mathematics. | |
| Wilson, Flora P. | Durham, N. C. |
| A.B., A.M. (University of North Carolina), Education. | |
| Wilson, Roland Marshall | Chase City, Va. |
| A.B. (Hampden-Sydney), Latin, English. | |
| Womack, John Gamble | Van Buren, Ark. |
| A.B. (University of Arkansas), A.M. (Duke), Chemistry. | |
| Wright, Esther Sayre | Lexington, Va. |
| A.B. (Duke), Religion, Philosophy. | |
| Wright, Herbert Fletcher | Ord, Nebraska |
| A.B. (Nebraska Wesleyan), A.M. (University of Cincinnati), Psychology. | |

† B.S. to be conferred June, 1932.

LIST OF GRADUATE STUDENTS

SUMMER OF 1931; FIRST TERM

Adams, Ruby Irene	Jacksonville, Fla.
A.B. (Florida State College), Education, History.	
Addington, Conley Richmond	Gate City, Va.
B.S. (William and Mary), Economics.	
Ader, Olin Blair	Winston-Salem, N. C.
A.B., A.M. (Duke), Mathematics.	
Alabaugh, Tacy Gaunt	Charleston, W. Va.
A.B. (Powhatan), Education.	
Albright, Willie Thelma	Greensboro, N. C.
A.B. (Greensboro College), English.	
Alexander, Ruth	Greeneville, Tenn.
A.B. (Tusculum), Economics.	
Allen, Robert Ivey	DeLand, Fla.
B.S., M.S. (University of Florida), Mathematics.	
Altwater, Frederick Vernon	Denver, Colo.
A.B. (Duke), Economics.	
Anderson, John David	McClellanville, S. C.
A.B. (College of Charleston), Economics.	
Anderson, Thomas, Jr.	Greenville, S. C.
A.B. (Furman), English, Education.	
Armstrong, Cora Minnie	Laurens, S. C.
A.B. (Winthrop), Education.	
Armstrong, Noble Boyd	Jacksonville, Fla.
A.B. (University of Florida), A.M., B.M. (Drury), Psychology.	
Arrowood, Isabel	Sharon, S. C.
A.B. (Flora McDonald), B. S. (Columbia), Latin.	
Ashe, Alex Elisha	Sylva, N. C.
A.B. (Duke), Education.	
Ashburn, Karl Everett	Fort Worth, Texas
A.B., A.M. (Texas Christian), German.	
Atkinson, Katherine Convers	Augusta, Ga.
A.B. (Winthrop), Education.	
Ball, Martha Prudence	Huntington, W. Va.
A.B. (Marshall), History.	
Barber, Ruth Kerns	Santa Fe, New Mexico
A.B. (Duke), History.	
Barker, Ralph	Spencer, N. C.
A.B. (Duke), Education, Mathematics.	
Barrett, Priscilla Dixon	Durham, N. C.
A.B. (Duke), English.	
Bateman, Eva Mae	Winston-Salem, N. C.
A.B. (East Carolina Teachers College), Education.	
Bates, Florence Wannamaker	Birmingham, Ala.
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Beales, Anne Carruthers A.B. (Randolph-Macon), Latin.	Boydton, Va.
Beavers, Hallie A.B. (North Carolina College for Women), Mathematics, Education.	Siler City, N. C.
Beckwith, Frances Irene A.B. (Converse), Education.	Spartanburg, S. C.
Bickers, John Lawrence A.B. (Atlantic Christian College), Education.	Union Point, Ga.
Bevacqua, Frank Anthony B.S. (Duke), Mathematics.	Mt. Vernon, N. Y.
Bird, Carl Orlando A.B. (Susquehanna), Religious Education.	Milroy, Pa.
Blakemore, John Haywood A.B. (University of Mississippi), Religion.	Corinth, Miss.
Blalock, Mary Lillian A.B. (Duke), History.	Prospect Hill, N. C.
Boch, Lorrin Milo B.S. (Kansas State College), Mathematics.	Gary, W. Va.
Bockhouse, Helen Catherine A.B. (Maryland State Normal), History, Economics.	Cumberland, Md.
Boggs, Mary Amber A.B. (Greenville Womans College), Latin, English.	Liberty, S. C.
Bonfoey, Winifred Lee A.B. (Florida State College), English.	Tampa, Fla.
Boswell, Martha Pauline A.B. (Randolph-Macon), English.	Brevard, N. C.
Bowles, Madison Harwell B.S. (Emory), Education.	Gay, Ga.
Bowman, Mary Ellen A.B. (Winthrop), German.	Orangeburg, S. C.
Boyd, Elizabeth Nicely B.S. (Cambridge), A.M. (Juniata, Columbia), Mathematics.	Lizonier, Pa.
Bramlette, Nancy Lucile A.B. (Winthrop), English, Education.	Greenville, S. C.
Brant, George Ezekiel A.B. (University of South Carolina), Mathematics.	Bamberg, S. C.
Braswell, Albert Hurley A.B. (Wake Forest), Education.	Youngsville, N. C.
Bridgers, Arthur Dooley A.B. (Duke), Education.	Sanford, Fla.
Brinson, Pearl Leola A.B. (Duke), English, French.	Morehead City, N. C.
Brintle, Joe Howard A.B. (Duke), Education.	White Plains, N. C.
Brissie, Margia Lou A.B. (Winthrop), English.	Hodges, S. C.
Brit, Urma Willis B.S. (State Teacher College, Pennsylvania), M.E. (Boston University), Education.	Enfield, N. C.
Brooks, Jessie Mae A.B. (Meredith), English.	Vass, N. C.
Broome, Hoyle Sidney A.B. (Duke), Education.	Creedmoor, N. C.

Broome, Oscar Whitfield A.B. (Duke), Education.	Mineral Springs, N. C.
Brown, Frank Alton A.B. (Wofford), Education.	Grantville, S. C.
Bruce, Ethel May A.B. (Winthrop), Education.	Camden, S. C.
Bruce, Kate Elizabeth B.S. (Coker), Mathematics, Spanish.	Camden, S. C.
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Carter, Roland DeBurke A.B. (Peabody), English.	Durham, N. C.
Chapman, Lora A.B. (Anderson), Education.	Palzer, S. C.
Chapman, Robert Carrol B.S. (Clemson), Education.	Greenville, S. C.
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B.S. (State Teachers College, Missouri), Economics.	
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- Huntington, W. Va.
- Chilhowie, Va.
- Trenton, N. C.
- Dunn, N. C.
- Pointer, Va.
- Daytona Beach, Fla.
- Greenville, S. C.
- Greenville, S. C.
- Orlando, Fla.
- Boone, N. C.
- Bradford, Pa.
- Darlington Heights, Va.
- Ironton, Ohio
- Camaguey, Cuba
- Camaguey, Cuba
- Campobello, S. C.
- Asheville, N. C.
- Galax, Va.
- Lakeland, Fla.
- Lakeland, Fla.
- Linwood, N. C.
- Augusta, Ga.
- Hillsboro, N. C.
- North, S. C.

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Foster, George Adair	Defuniak Springs, Fla.
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A.B. (LaGrange), Latin, English.	
Gardner, Rufus Solomon	Germantown, N. C.
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Garren, Martin Thompson	Henderson, N. C.
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Geddings, Clarence Loring	Sumter, S. C.
A.B. (Furman), Education.	
George, Robert Wilfred	Tarkio, Mo.
A.B. (Geneva), A.M. (Columbia), German.	
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A.B. (Pennsylvania State College), English.	
Glick, Rudolph Alfred	Mt. Crawford, Va.
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Glover, James Rayburn	Apopka, Fla.
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A.B. (Wake Forest), History.	
Goodwin, Ernest Boyd	Bessemer, N. C.
A.B. (Wofford), A.M. (University of North Carolina), Education.	
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Gravely, Paul Edwin	Pickens, S. C.
A.B., A.M. (University of South Carolina), Mathematics.	
Gray, Theron Arthur	Wilson, N. C.
A.B. (Duke), Education.	
Griffin, Mabel Jeannette	Durham, N. C.
A.B., A.M. (Duke), German.	
Grogan, John Stafford	Kimball, W. Va.
A.B. (Emory & Henry), Psychology.	
Grogan, Kermit Lee	Kimball, W. Va.
A.B. (Emory & Henry), Psychology, Education.	
Guy, Walter Carlisle	McBee, S. C.
A.B. (Wofford), Mathematics, Education.	
Hammette, Julius Erwin	Cowpens, S. C.
A.B. (Furman), History, Education.	
Hanson, Isabel	Smyrna, Ga.
A.B. (University of Georgia), A.M. (Duke), Mathematics.	
Hardin, Zelpha	Lowndesville, S. C.
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| Hardy, Brooks | Montcalm, W. Va. |
| A.B. (Concord State Teachers College), Mathematics, Education. | |
| Harker, William Elmer | Cleveland, Ohio |
| B.S. (University of Florida), Education. | |
| Harmon, John Calvin, Jr. | Gloucester, N. C. |
| A.B. (Duke), Economics, English. | |
| Harrington, Annie Mae | Comers Rock, Va. |
| B.S. (Radford State Teachers College), Mathematics. | |
| Harris, Clarence Ligon | Anniston, Ala. |
| A.B. (Wofford), A.M. (Duke). | |
| Harton, Benjamin Love | Conway, S. C. |
| A.B. (Hendrix), M.Ed. (Duke), Education. | |
| Hartsfield, Jennie Mae | Wilmington, N. C. |
| A.B. (Meredith), Education. | |
| Hathcock, Fannie Myra | Norwood, N. C. |
| A.B. (Duke), History, Education. | |
| Hawes, Foreman McConnell | Atlanta, Ga. |
| M.S. (Emory University), German. | |
| Hazlewood, Lucye Linwood | Kenbridge, Va. |
| A.B. (Randolph-Macon), Mathematics. | |
| Hazlewood, Willie Gertrude | Kenbridge, Va. |
| A.B. (Randolph-Macon), English. | |
| Head, Philemon Ernest | Ocala, Fla. |
| A.B. (Southern), Education. | |
| Henderson, Mary Elizabeth | Cartersville, Ga. |
| A.B. (Wesleyan), History, Economics. | |
| Henderson, Moody Gladstone | Campobello, S. C. |
| A.B. (Furman), Education. | |
| Henson, Eleanor Elizabeth | Bunker Hill, W. Va. |
| A.B. (West Virginia University), Education. | |
| Herlong, Dixie Louise | Miami, Fla. |
| LL.B. (University of Miami), Sociology, Economics. | |
| Herndon, Clyde | Ehrhardt, S. C. |
| A.B. (Furman), History, Education. | |
| Herndon, Hattie Margaret | Durham, N. C. |
| A.B. (Duke), English. | |
| Hertz, John Joseph | Elkland, Pa. |
| B.S. (Mansfield State Teachers College), Mathematics, Psychology. | |
| Hilfiger, Henry Bennett | Bradford, Pa. |
| B.S. (Mansfield State Teachers College), Education. | |
| Hines, Joseph Wilbert | Walberg, N. C. |
| A.B. (High Point), History, Education. | |
| Hinson, Vann Glenn | Boone, N. C. |
| A.B. (Lenoir-Rhyne), Education. | |
| Hix, David Neal | Durham, N. C. |
| A.B. (Duke), Education. | |
| Hoban, Charles Francis, Jr. | Harrisburg, Pa. |
| Ph.B. (Dickinson), A.M. (Duke), Education. | |
| Holleman, Matilda Elizabeth | Durham, N. C. |
| A.B. (Duke), English. | |
| Holloway, Mamie Agnes | Durham, N. C. |
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Hood, Edward Pierce	Birmingham, Ala.
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Hooker, Charles Wright	Durham, N. C.
A.B. (Duke), Zoölogy.	
Hoover, Faith Sprole	Durham, N. C.
A.B. (Monmouth), Economics.	
Horn, Herman Lionel	Troutville, Va.
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Horne, Connie May	Monroe, N. C.
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House, James Harwell	Valdosta, Ga.
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Howard, Robert Eugene	Polkton, N. C.
A.B. (Wake Forest), Education.	
Howe, Jessie Lee Blackman	Jacksonville, Fla.
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Howell, Fannie Blake	Ansonville, N. C.
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Huckabee, Weyman Carlisle	Durham, N. C.
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Hughes, Homer Howard	Sycamore, Ga.
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Hunt, Warren Avery	Greenville, S. C.
A.B. (Furman), Education, Sociology.	
Hunter, Filmore Holt	Durham, N. C.
A.B. (Elon), Education.	
Hunter, Minnie Gilliland	Elon College, N. C.
A.B. (Bethany), A.M. (Duke).	
Hutcheson, Lucy Evelyn	Raleigh, N. C.
A.B. (East Carolina Teachers College), English.	
Hutchins, Blanche Olmeta	Durham, N. C.
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Jackson, Fynes Berty	Durham, N. C.
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Jackson, Garner Thompson	Radford, Va.
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Jones, Florence Bennett	Madison, Miss.
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A.B. (Bessie Tift), Education.	
Kincheloe, Joe Lyons	Church Hill, Tenn.
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- McNair, Hallie
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| Mishoe, Myrtle Lee
A.B. (Coker), Education. | Greeleyville, S. C. |
| Moore, Agnes Jenkins
A.B. (Atlantic Christian), English. | Durham, N. C. |
| Moore, Nancy Catherine
A.B. (North Carolina College for Women), Education. | Roxboro, N. C. |
| Moore, Ollie
A.B. (Limestone), Sociology, Religion. | Boiling Springs, N. C. |
| Moore, Roy
A.B. (Wofford), Economics. | Belmont, N. C. |
| Moore, Troy Rozelle
A.B. (Carson-Newman), French. | Dandridge, Tenn. |
| Morgan, Eben Cornelius
A.B. (Duke), Education. | Winston-Salem, N. C. |
| Morrison, Marjorie Lee
A.B. (Texas Womans College), English | Cleburne, Tex. |
| Moseley, Rolf Earl
Ph.B., M.S. (Emory), German, Mathematics. | Vienna, Ga. |
| Mulholland, Elizabeth Faye
A.B. (Duke). | Durham, N. C. |

Murray, William Davis	Brooklyn, N. Y.
A.B. (Duke), Education.	
Nance, Jeannette A.	Asheville, N. C.
A.B. (Greensboro College), French.	
Neal, Berta Lee High	Henrietta, N. C.
A.B. (Duke), Education.	
Neal, John Washington	Durham, N. C.
A.B., A.M. (Duke), Mathematics, Education.	
Newhoff, Therisa Clara	Versailles, Ky.
A.B. (University of Kentucky), Economics, Education.	
Nicholson, Waller Staples	Guilford College, N. C.
A.B. (Guilford), Education.	
Noell, Adelaide Royall	Durham, N. C.
A.B. (Duke), Education.	
Northcutt, Jewelle Rosalind	McFarlan, N. C.
A.B. (Columbia), Latin, Education.	
O'Daniel, James Frederick	Clinton, S. C.
A.B. (Presbyterian), Physics, Education.	
Ould, Carlton Lee	Roanoke, Va.
A.B. (Duke), Physics.	
Pace, Ora Belle	Youngsville, N. C.
A.B. (Elon).	
Parham, Edwin Thomas	Youngsville, N. C.
A.B. (Wake Forest), Education, Religion.	
Parker, Lentz Kegley	Pembroke, Va.
B.S. (Virginia Polytechnic Institute), Education.	
Parkhurst, Amos James	Greenville, S. C.
B.S. (Stetson), Education, Economics.	
Paschall, Rosa Kittrell	Manson, N. C.
A.B. (Elon), Education.	
Paul, Ouida Fay	Livingston, Ala.
A.B. (Womans College of Alabama), English.	
Peacock, Helen Elizabeth	Salisbury, N. C.
A.B. (Duke), Education, French.	
Peck, Alice Amanda	Whitney, S. C.
A.B. (Converse), Mathematics.	
Peele, David Derrick	Columbia, S. C.
A.B., A.M. (Duke), Mathematics.	
Perry, Haywood Arnold	Durham, N. C.
A.B. (Duke), Education.	
Phillips, D. Turner	Hickory, N. C.
A.B. (Lenoir-Rhyne), Education.	
Phillips, Edward Lindsey	West Durham, N. C.
A.B. (Duke), Economics, Education.	
Planck, Carl Gustor	Haines City, Fla.
A.B. (Rose Polytechnic Institute), Education.	
Plaster, Roger Glenn	Kannapolis, N. C.
A.B. (Lenoir-Rhyne), Mathematics.	
Plemmons, William Howard	Asheville, N. C.
A.B. (Wake Forest), Education.	
Pollitt, Joe Donald	Huntington, W. Va.
A.B. (Marshall), English.	

Pou, Winnie Ruth A.B. (Coker), English, Education.	Darlington, S. C.
Prater, Augustus Bordine A.B. (Emory & Henry), Education, Economics.	Cedar Bluff, Va.
Pritchett, Leo Clutz A.B. (Davidson), Education.	Banner Elk, N. C.
Quillin, Reba A.B. (Emory & Henry), Education, English.	Gate City, Va.
Ramsey, Julia Emma B.L. (Flora McDonald), English.	Banner Elk, N. C.
Ray, Sara Jessie A.B. (Winthrop), History.	Florence, S. C.
Reagin, Grace Burton A.B. (Winthrop), Education.	Prosperity, S. C.
Reeves, Carl Walker B.S. (Citadel), Education.	Fountain Inn, S. C.
Reid, Robert Harding A.B. (Davidson), History.	Greenville, S. C.
Rhoades, Paul Hubbard B.S. (Alleghany), Education, Mathematics.	Albion, Pa.
Rice, Clinton Posey A.B. (Furman), Education.	Travelers Rest, S. C.
Rice, Ruth Smith A.B. (Concord), English.	Bluefield, W. Va.
Rimmer, Maude Ella B.S. (Radford), Economics.	Bluefield, W. Va.
Rivera, Rodolfo Osvaldo A.B. (Duke), History.	Barrauquitas, Porto Rico
Roberts, Terry Lee A.B. (Hollins), English.	Chase City, Va.
Robinson, Boyd B. A.B. (Duke), Psychology, Education.	Maiden, N. C.
Rogers, Elizabeth Amanda A.B. (Winthrop), Education.	Mullins, S. C.
Rogers, Powell Burwell A.B. (William and Mary), English, Education.	Newport News, Va.
Rollins, Grace Dunlap A.B. (Winthrop), French.	Kershaw, S. C.
Sall, Helen Harriet A.B. (Randolph-Macon), A.M. (University of Virginia), English.	La Grange, Ga.
Sanford, Marshall Stanfield A.B. (Lambuth), Religion.	Eldridge, Tenn.
Scholz, Herbert, Jr. A.B. (University of North Carolina), Mathematics.	Macon, N. C.
Scott, John D. B.S. (University of North Carolina), Education.	Oxford, Fla.
Seawright, Richard Wilson A.B. (Erskine), Education.	Hodges, S. C.
Shannon, Edward McDaniel A.B. (Erskine), Education.	Newberry, S. C.
Sharp, Betty Jane A.B. (Maryville), Education, English.	Miami, Fla.

Shockley, Martin Staples	Stuart, Va.
A.B. (University of Richmond), German.	
Shuford, Norris Valentine	Lawndale, N. C.
A.B. (Duke), Economics.	
Sigmon, Hugh William	Newton, N. C.
A.B. (Lenoir-Rhyne), German.	
Siler, Nona	Elizabethton, Tenn.
A.B. (Georgetown), English.	
Simpson, Mary McNabb	Durham, N. C.
A.B. (Tusculum), English.	
Simpson, Ola Virginia	Durham, N. C.
A.B. (Duke), Education.	
Simpson, Robert Sisson	Ackerman, Miss.
A.B. (Millsaps), Economics.	
Smaw, Louise Augusta	Raleigh, N. C.
A.B. (Duke), Mathematics.	
Smith, Harry Otto	Woodsboro, Md.
A.B. (Western Maryland), Education.	
Smith, Hugh Preston	Wake Forest, N. C.
A.B. (Wake Forest), A.M. (Duke), Education, History.	
Smith, Mildred Priscilla	Branchville, Va.
A.B. (Farmville State Teachers), History.	
Smith, Pauline Duggan	Hawkinsville, Ga.
A.B. (Bessie Tift), English.	
Smith, Wilbur Franklin	Hawkinsville, Ga.
A.B. (Mercer), Education.	
Smoot, Kathryn	Bluefield, W. Va.
A.B. (West Virginia University), Economics, Education.	
Snyder, Cleadeth Virgil	Plainfield, Pa.
A.B. (Juniata), History, Education.	
Sowell, John Pierce	Diffie, Ga.
A.B. (Furman).	
Sparrow, Elizabeth	Wilmington, N. C.
B.S. (University of Virginia), Mathematics, Education.	
Spikes, Lewis Everett	Rutherfordton, N. C.
A.B. (Duke), Economics, Education.	
Spillman, Anna Catherine	Martinsburg, W. Va.
A.B. (Hood), Economics, Education.	
Stanbury, Walter Albert, Jr.	Durham, N. C.
A.B. (Duke), English.	
Starnes, Alvin Bradley	Mineral Springs, N. C.
A.B. (Duke), Education.	
Stearns, Mary Ruth	Kermit, W. Va.
A.B. (University of Louisville), A.M. (University of Colorado), English, Mathematics.	
Steele, Eva Belle	Catlette, Va.
B.S. (Marshall), Religion, Sociology.	
Stephens, Dean Temple	Beech Creek, Pa.
B.S. (Lafayette), Mathematics, Education.	
Stephens, Zerah Marie	Carrollton, Ga.
A.B. (Georgia State College for Women), English.	
Stone, Tecoa Elizabeth	Williamston, S. C.
A.B. (Winthrop), Mathematics, Education.	

- Stradley, Paul Gill
A.B. (Emory & Henry), Education. Cumberland Gap, Tenn.
- Strother, Melissa Adelle
A.B. (Duke). Franklinton, N. C.
- Stuart, Charles Morgan
A.B. (Wofford), Mathematics. Coronaca, S. C.
- Suddath, Frank Kenner
A.B. (Emory & Henry), A.M. (Columbia), Sociology, Education. Sierra Blanca, Tex.
- Summers, Janice Meredith
A.B. (Columbia), Education. Snowville, Va.
- Sutton, Chester McKinley
A.B. (Guilford), A.M. (University of North Carolina), English. Augusta, Ga.
- Swanson, John Chester
A.B. (University of Richmond), A.M. (Duke), Mathematics. Durham, N. C.
- Swaringen, Roy Archibald
A.B. (Duke), Education. Thomasville, N. C.
- Sykes, Paul Greene
A.B. (Wake Forest), History. Durham, N. C.
- Tarte, Carrie Nancy
A.B. (Columbia College), Education. Fork, S. C.
- Taylor, David Alfred
A.B. (Lambuth), History, Education. Kerryville, Tenn.
- Taylor, Nancy Nettles
A.B. (North Carolina College for Women), English. Wilmington, N. C.
- Teague, Marvin Derussell
A.B. (Duke), Education. Siler City, N. C.
- Teasley, Mary Drucilla
A.B. (LaGrange), French. Bowman, Ga.
- Thomas, Marjorie Watkins
B.S. (Farmville State Teachers College), History, Education. South Hill, Va.
- Thomason, Cassie Lee
A.B. (Winthrop), Education. Greenville, S. C.
- Thomason, Ruth Alice
A.B. (Winthrop), Education. Greenville, S. C.
- Thompson, Arnold Chester
A.B. (Duke), Religion. Hillsboro, N. C.
- Thompson, Mark Edwin
B.S. (North Georgia Agricultural College), Education, Psychology. Dahlonega, Ga.
- Tillery, Doris Catherine
A.B. (Meredith), Mathematics. Scotland Neck, N. C.
- Tilley, Grace
A.B. (North Carolina College for Women), Education. Durham, N. C.
- Tilley, Mary Pauline
A.B. (Duke), Education. Durham, N. C.
- Todd, Vivienne Leonora
A.B. (Winthrop), Education. Simpsonville, S. C.
- Tower, Rose Frances
A.B. (Florida State Womans College), Spanish, Education. Homestead, Fla.
- Trexler, Dora May
A.B. (Converse), History. Spartanburg, S. C.
- Tribble, Louise
B.S. (Winthrop), Education. Anderson, S. C.

- Trueblood, Paul Graham Eugene, Oregon
A.B. (Willamette University), English.
- Truesdale, Edred Kershaw, S. C.
A.B. (University of South Carolina), History, Education.
- Turner, Anne Dawson, Ga.
A.B. (University of Georgia), Latin.
- Turner, Glover Dyess Utica, Miss.
B.S. (Middle Tennessee State Teachers), Education.
- Turner, Frances Swoope New Smyrna, Fla.
B.S. (Florida State Woman's College), Psychology.
- Turner, George Edward, Jr. New Smyrna, Fla.
A.B. (Clemson), Education.
- Turner, Jett Joseph Leaksville, Miss.
B.S. (Mississippi Agricultural & Mechanical), Economics, Education.
- Turpin, Malcom Everett Huntington, W. Va.
A.B. (Marshall), History.
- Vann, Mary Cinthya Miami, Fla.
LL.B. (University of Miami), Sociology, Economics.
- Vermillion, Gertrude Liberty, S. C.
B.S. (George Peabody), Chemistry, German.
- Vining, Morgan Fisher Chapel Hill, N. C.
A.B. (University of Texas), English.
- Waite, Alex Asheville, N. C.
A.B. (University of South Carolina), Psychology, Education.
- Walker, Virginia Mary Whitney, Fla.
A.B. (Florida State College for Women), Education.
- Walston, Robert Edward Conetoe, N. C.
A.B. (Duke), Religion.
- Walton, Leslie Hughes Richmond, Va.
A.B. (University of Richmond), Education.
- Ward, Ellen Gunter Durham, N. C.
A.B. (Duke), French, English.
- Warfield, Eugenia Elizabeth Gaithersburg, Md.
A.B. (Maryland State Normal), Education.
- Warren, Linwood Allen Durham, N. C.
A.B. (Duke), Education.
- Weaver, James Carlvn Saxis, Va.
A.B. (Lynchburg), French.
- Weaver, Kathleen Perry, Fla.
A.B. (Florida State), English, Education.
- Webster, Lina Ruth Vickers Durham, N. C.
A.B. (Duke), Education.
- Welch, Jessie Fletcher Clio, S. C.
B.S. (Columbia), Education.
- Welch, Sadie Elizabeth Asheville, N. C.
A.B. (Greensboro College), Latin.
- West, Elizabeth Moody Durham, N. C.
B.E. (Asheville Normal), Education.
- White, Joseph Benton Centenary, S. C.
A.B. (Wofford), Education, Mathematics.
- Williams, Bettie Neal Morehead City, N. C.
A.B. (North Carolina College for Women), German.

Williams, Elizabeth Rose A.M. (Erskine), French, English.	Antreville, S. C.
Williams, Staton Pender A.B. (Duke), History.	Robersonville, N. C.
Williams, Welda Worth A.B. (North Carolina College for Women), Education.	Columbus, Ga.
Wilson, Dorothy Estelle A.B. (Duke), Psychology.	Durham, N. C.
Winstead, Huldah L. Hester A.B. (Greensboro College), Education.	Roxboro, N. C.
Woodward, John Floyd A.B. (Wake Forest), History, Education.	Knightdale, N. C.
Wooten, Maud A.B. (Chicora), Mathematics.	Chester, S. C.
Wright, Fannie Bessie A.B. (Lynchburg), A.M., B.S. (Columbia University), Education.	Lynchburg, Va.
York, Gladys A.B. (Grenada), Mathematics, Education.	Carrollton, Miss.
Zetterower, Myrtis Marion A.B. (Bessie Tift), Education.	Statesboro, Ga.
Zirkle, Mary Wisdom A.B. (Tusculum), Education.	Kingston, Tenn.

JUNALUSKA SUMMER SCHOOL OF 1931

Everett, William Walton A.B., B.S.E., A.M. (Mercer), Botany.	Bridgeport, Conn.
Francis, Horace Nelson B.S. (Wake Forest), Botany.	Waynesville, N. C.
Garrison, Albert L. A.B. (Asbury), Botany.	Big Stone Gap, Va.
Lea, Lucy B. B.S. (Teachers College, Normal, Tenn.), Botany.	Memphis, Tenn.
Miller, James Kyle B.S. (Mississippi A. and M.), Botany.	Holly Springs, Miss.
Philson, Paul James B.S. (Furman), Botany.	Gaffney, S. C.
Reeves, Joseph Amos A.B. (Bethany), M.Sc. (Ohio State), Botany.	Fern Park, Fla.
Robertson, Lora Lee B.S. (University of Kentucky), Botany.	Paducah, Ky.
Smith, Rose A.B. (Winthrop), Botany.	Greer, S. C.
Williams, Harold Fish Ph.B. (University of Wisconsin), Botany.	Ladysmith, Wis.

SUMMER OF 1931; SECOND TERM

Adams, Ruby Irene A.B. (Florida State College), Education, History.	Jacksonville, Fla.
Ader, Olin Blair A.B., A.M. (Duke), Mathematics.	Winston-Salem, N. C.

Addington, Conley Richmond	Gate City, Va.
B.S. (William and Mary), Economics.	
Alberson, Hazel Stewart	Washington, Iowa
A.B. (Monmouth), A.M. (Duke), French.	
Allen, Robert Ivey	DeLand, Fla.
B.S., M.S. (University of Georgia), Mathematics.	
Altwater, Frederick Vernon	Denver, Colo.
A.B. (Duke), Economics.	
Anderson, John David	Charleston, S. C.
B.S. (College of Charleston), Economics.	
Ashe, Alex Elisha	Durham, N. C.
A.B. (Duke), Education.	
Barber, Ruth Kearns	Santa Fe, N. M.
A.B. (Duke), History.	
Barger, Yewly Eugene, Jr.	Springfield, Ga.
A.B. (University of Georgia), Education.	
Barrett, Priscilla Dixon	Durham, N. C.
A.B. (Duke), English.	
Bateman, Eva Mae	New Bern, N. C.
A.B. (East Carolina Teachers College), History.	
Beavers, Hallie	Siler City, N. C.
A.B. (North Carolina College for Women), Mathematics, Education.	
Bird, Carl Orlando	Milroy, Pa.
A.B. (Susquehanna), Education.	
Blanchard, Mary Emma	Augusta, Ga.
A.B. (Bessie Tift), Education.	
Boggs, Mary Amber	Liberty, S. C.
A.B. (Greenville Womans College), Latin.	
Bond, Wita Avis	Rocky Mount, N. C.
A.B. (East Carolina Teachers College), Education, Mathematics.	
Brant, George Ezekiel	Bamberg, S. C.
A.B. (University of South Carolina), Mathematics.	
Bridgers, Arthur Dooley	Raleigh, N. C.
A.B. (Duke), Education.	
Brinson, Pearl Leola	Morehead City, N. C.
A.B. (Duke), French.	
Brintle, Joe Howard	White Plains, N. C.
A.B. (Duke), Education.	
Brooks, Onnie Estus	Pineville, W. Va.
A.B. (Marshall), Economics, History.	
Brown, Rosalyn Askew	Newnan, Ga.
A.B. (Shorter), Education.	
Bryan, William Alfred	Sumter, S. C.
A.B. (College of Charleston), English.	
Bull, Virginia Anne	Atlanta, Ga.
A.B. (Wesleyan), History.	
Burnside, Maurice Gwinn	Columbia, S. C.
B.S. (Furman), M.S. (University of Texas), Economics.	
Calhoun, Robert Lyon	Mt. Olive, Miss.
B.S. (Millsaps), Economics, History.	
Carpenter, Elsie Lee	Durham, N. C.
A.B. (Duke), Economics.	

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|----------------------------------------------------|--------------------|
| Carter, Roland DeBurke | Spring Place, Ga. |
| A.B. (Lincoln Memorial), Education, English. | |
| Christian, Janet | Milledgeville, Ga. |
| B.S. (Georgia State College for Women), Education. | |
| Colclough, Madge Hazel | Durham, N. C. |
| A.B. (Duke), Education. | |
| Cothran, Elizabeth Lloyd | Timberlake, N. C. |
| A.B. (Duke), English. | |
| Cotten, Nell | Asheville, N. C. |
| A.B. (Mississippi Womans College), Mathematics. | |
| Dance, Willis Lufkin | Eatonton, Ga. |
| A.B. (Mercer), English. | |
| Daniels, Archie Shields | Draper, N. C. |
| A.B. (Duke), Education. | |
| Dean, Charles Wesley, Jr. | Tazewell, Va. |
| A.B. (Emory & Henry), Mathematics. | |
| Denny, Mary Rebecca | Red Springs, N. C. |
| A.B. (Salem), English. | |
| de Treville, Catherine | Walterboro, S. C. |
| A.B. (Winthrop), History. | |
| de Treville, Marie Louise | Walterboro, S. C. |
| A.B. (Winthrop), Education. | |
| Dillon, Conley Hall | Huntington, W. Va. |
| A.B. (Marshall), Economics, History. | |
| Doggett, Sara Ruth | Forest City, N. C. |
| A.B. (Brenau), Education, French. | |
| Dorrah, Carrie Neal | Pine Log, Ga. |
| A.B. (Georgia State College for Women), English. | |
| Douglas, Norman | Runge, Tex. |
| A.B. (Baylor), Education. | |
| Dowd, Rozzelle Edward | Dunn, N. C. |
| A.B. (Duke), Education. | |
| Du Vernet, Grace Neville | Greenville, S. C. |
| A.B. (Erskine), French. | |
| Eggers, Graydon Poe | Boone, N. C. |
| A.B. (Duke), English. | |
| Espy, Gladys | Moultrie, Ga. |
| A.B. (Mercer), Education. | |
| Felts, Carl Monroe | Galax, Va. |
| A.B. (Emory & Henry), Education. | |
| Fitzgerald, John Dean | Linwood, N. C. |
| A.B. (Duke), Chemistry. | |
| Florence, George Eslie, Jr. | Milledgeville, Ga. |
| B.S. (University of Georgia), Education. | |
| Foster, Blandina Arra | Pottsville, Pa. |
| A.B. (Albright), English, Education. | |
| Francis, Luther Edgar | Francisco, N. C. |
| A.B. (Guilford), English. | |
| Garrison, Albert Lee | Big Stone Gap, Va. |
| A.B. (Asbury), Education. | |
| Girvan, Margaret Leah | Nanticoke, Pa. |
| A.B. (Pennsylvania State), Education. | |

Glenn, Vivian Eugene A.B. (Wofford), Education.	Jenksville, S. C.
Glick, Rudolph Alfred A.B. (Bridgewater), Mathematics.	Mt. Crawford, Va.
Godfrey, Roy Burchett B.S. (Wake Forest), History.	Camden, N. C.
Gravelly, Paul Edwin A.B., A.M. (University of South Carolina), Mathematics.	Pickens, S. C.
Gray, Elizabeth Camille A.B. (Duke), English.	Durham, N. C.
Gurley, Sarah Missouri A.B. (East Carolina Teachers College), Education.	Goldsboro, N. C.
Haley, Georgia A.B. (La Grange), A.M. (University of Georgia), Education.	Elberton, Ga.
Hall, Emogene B.S. (Georgia State College for Women), Education.	Milledgeville, Ga.
Halsall, Earl Buggle A.B. (College of Charleston), Chemistry.	Charleston, S. C.
Haltiwanger, Robert Sydney B.S. (Davidson), Economics, Education.	Winston-Salem, N. C.
Hammett, Julius Erwin A.B. (Furman), Education, History.	Cowpens, S. C.
Hankins, William Tribble B.S. (Millsaps), Mathematics.	Maben, Miss.
Harker, William Elmer B.S. (Southern), Education.	Plant City, Fla.
Harrington, Annie Mae B.S. (Radford), Mathematics.	Comers Rock, Va.
Harton, Benjamin Love A.B. (Hendrix), M.Ed. (Duke), Education.	Conway, Ark.
Harvey, Pearl A.B. (Winthrop), A.M. (University of Virginia), Education.	Summerville, S. C.
Henderson, Grace A.B. (Flora McDonald), Latin, Education.	Monroe, N. C.
Henson, Eleanor Elizabeth A.B. (University of West Virginia), Education.	Bunker Hill, W. Va.
Hertz, John Joseph B.S. (Mansfield State Teachers), Education.	Elkland, Pa.
Hoban, Charles Francis, Jr. PhB. (Dickinson), A.M. (Duke), Education.	Harrisburg, Pa.
Hodges, Wiley Edward B.S. (Roanoke), A.M. (Duke), Education, Economics.	Blountville, Tenn.
Hood, Edward Pierce B.S., M.S. (University of Alabama), Chemistry.	Birmingham, Ala.
Hook, Marshall Ward A.B. (Elon), Mathematics.	Elon College, N. C.
Horne, Connie Mae A.B. (Meredith), A.M. (Columbia), French.	Monroe, N. C.
House, James Harwell, Jr. Ph.B. (Emory), History.	Valdosta, Ga.
Howe, Jessie Lee Blackman A.B. (Winthrop), Education.	Jacksonville, Fla.

- Huffstetler, Juanita Elizabeth
A.B. (Florida State), Education.
- Hughes, Elizabeth Margaret
B.S. (Flora McDonald), Education.
- Hunter, Minnie Gilliland
A.B. (Bethany), A.M. (Duke), French.
- Jefferson, Francis Augustus
A.B. (Atlantic Christian), Education.
- Jefferson, Mabel Amerson
A.B. (Atlantic Christian), Education.
- Johnson, Walter Myatt
B.E. (North Carolina State), Education.
- Jordan, Martha Robertson
A.B. (Hollins), English.
- Kelley, Rhoda Athaleena
A.B. (Duke), English, Education.
- King, Emily Barton
A.B. (Converse), French.
- Lecrone, Arthur Eugene
A.B. (Susquehanna), Economics, Psychology.
- Lecrone, Elizabeth Hurst
A.B. (Bucknell), Education, Mathematics.
- Lecrone, Ellis Krout
A.B. (Susquehanna), Education.
- LeRoy, Hester Franklin
A.B. (Mercer), Latin, English.
- Long, Sally Welch
A.B. (Morris Harvey), English, History.
- Lynch, Robert Allen
A.B. (Arkansas State Teachers), Education.
- Lynch, Willia White
A.B. (Arkansas State Teachers), Education.
- McCain, John Walker
A.B. (Newberry), A.M. (University of North Carolina).
- McDonald, Agnes Mae
A.B. (Salem), Mathematics.
- McEwen, Noble Ralph
A.B. (Birmingham Southern), A.M. (Duke).
- McMillan, Montague
A.B. (Limestone), A.M. (George Washington), English.
- McNair, Agnes Douglas
A.B. (Winthrop), Mathematics.
- McNair, Hallie
A.B. (Winthrop) English.
- Madison, Blaine Mark
A.B. (High Point), English, History.
- Marks, William Bernette
A.B. (William and Mary), Education.
- Martin, Lelia Virginia
A.B. (Westhampton), Education.
- Martin, Isabel
A.B. (Duke), English.
- Miami, Fla.
- Cedar Grove, N. C.
- Elon College, N. C.
- Wilson, N. C.
- Wilson, N. C.
- Bahama, N. C.
- Greenville, S. C.
- Durham, N. C.
- Spartanburg, S. C.
- Dallastown, Pa.
- Wilmington, Del.
- Wilmington, Del.
- Clay Hill, Ga.
- Barboursville, W. Va.
- Tyrone, Ark.
- Tyrone, Ark.
- Rock Hill, S. C.
- Winston-Salem, N. C.
- Irondale, Ala.
- Marion, S. C.
- Patrick, S. C.
- Patrick, S. C.
- Olin, N. C.
- Ashton, Md.
- Portsmouth, Va.
- Durham, N. C.

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|---------------------------------------------------------------------------------------------------------------|-------------------------|
| Martin, Thomas Leon
A.B. (Duke), Education. | Durham, N. C. |
| Massey, Winston Louis
A.B. (University of Chattanooga), Mathematics. | Chattanooga, Tenn. |
| Mattison, James Barmore
A.B. (Wake Forest), English. | Raleigh, N. C. |
| May, William Henry
A.B. (Duke), Education, History. | Durham, N. C. |
| Mewshaw, Erma Moore
A.B. (Meredith), English. | Winston-Salem, N. C. |
| Meyer, Ambrose Eden
A.B. (Lebanon Valley), Education, History. | Jacksonville, Fla. |
| Miles, James Russell
A.B. (Emory & Henry), Mathematics. | Kimball, W. Va. |
| Miller, Robert Edward
A.B. (Erskine), Education, History. | Hodges, S. C. |
| Moore, Albertine
A.B. (Winthrop), English. | Heath Springs, S. C. |
| Moore, John Watson
A.B. (Davidson), Education. | Winston-Salem, N. C. |
| Moore, Mary Emma
A.B. (Winthrop), Economics. | Heath Springs, S. C. |
| Moore, Troy Rozzelle
A.B. (Carson Newman), French. | Dandridge, Tenn. |
| Mosely, Rolf Earl
M.S. (Emory), German, Mathematics. | Vienna, Ga. |
| Mulholland, Elizabeth Faye
A.B. (Duke), Mathematics. | Durham, N. C. |
| Newsom, Mary Etta
B.S. (Millsaps), Education, Mathematics. | Jackson, Miss. |
| Nicholson, Waller Staples
A.B. (Guilford), Education. | Guilford College, N. C. |
| Norris, Georgia Elizabeth
B.S. (Farmville State Teachers), A.M. (University of South Carolina), Education. | Columbia, S. C. |
| Norton, William Randolph
A.B. (Lynchburg), Education, History. | Deltaville, Va. |
| O'Daniel, James Frederick
A.B. (Presbyterian), Chemistry. | Clinton, S. C. |
| Parkhurst, Amos James
B.S. (Stetson), Education. | Greenville, S. C. |
| Payne, Sloan Waller
B.S. (Wake Forest), Education. | Taylorsville, N. C. |
| Peck, Alice Amanda
A.B. (Converse), Mathematics. | Whitney, S. C. |
| Peele, David Derrick
A.B., A.M. (Duke), Mathematics. | Columbia, S. C. |
| Perry, Haywood Arnold
A.B. (Duke), Economics, Education. | Durham, N. C. |
| Phillips, Albert Rufus
A.B. (Wake Forest), Th.M. (Southern Baptist Theological Seminary), Education. | Dalton, N. C. |

- Phillips, Edward Lindsay
 A.B. (Duke), Economics.
- Phillips, Lillian
 A.B. (La Grange), Education.
- Plaster, Roger Glenn
 A.B. (Lenoir-Rhyne), Mathematics.
- Plemmons, William Howard
 A.B. (Wake Forest).
- Pollitt, Joe Donald
 A.B. (Marshall), English.
- Poteat, Mary
 A.B. (North Carolina College for Women), A.M. (Columbia), German.
- Prater, Augustus Bordine
 A.B. (Emory & Henry), Economics.
- Pritchett, Leo Klutz
 A.B. (Davidson), Education.
- Ramsey, Julia Emma
 B.L. (Flora McDonald), English, Education.
- Ray, Claude Elbert
 B.S. (Clemson), Education.
- Ray, Sara Jessie
 A.B. (Winthrop), History.
- Reeves, Carl Walker
 B.S. (Citadel), A.M. (Columbia), English.
- Reeves, William Thomas
 A.B. (Citadel), History, Economics.
- Rice, Ruth Smith
 A.B. (Concord), English.
- Rimmer, Maude Ella
 B.S. (Radford State Teachers), History.
- Roberts, Daisy Mae
 A.B. (College of Charleston), Education, English.
- Robinson, Boyd B.
 A.B. (Duke).
- Rogers, Powell Burwell
 A.B. (William and Mary), English, Education.
- Schmidt, Fred Jacob
 A.B. (Dickinson), Education.
- Seigler, Milledge Broadus
 A.B. (Furman), English.
- Shockley, Martin Staples
 A.B. (University of Richmond), English.
- Simpson, Robert Sisson
 A.B. (Millsaps), Economics, History.
- Sims, Clara Mabel
 B.S. (University of Alabama), Education.
- Smith, Harry Otto
 A.B. (Western Maryland), Education.
- Smith, Pauline Duggan
 A.B. (Bessie Tift), English, Education.
- Smith, Wilbur Franklin
 A.B. (Mercer), Education.
- Durham, N. C.
- Chipley, Ga.
- Kannapolis, N. C.
- Asheville, N. C.
- Huntington, W. Va.
- Marion, N. C.
- Cedar Bluff, Va.
- Banner Elk, N. C.
- Banner Elk, N. C.
- Milledgeville, Ga.
- Florence, S. C.
- Fountain Inn, S. C.
- Lake Junaluska, N. C.
- Bluefield, W. Va.
- Bluefield, W. Va.
- Charleston, S. C.
- Maiden, N. C.
- Newport News, Va.
- Bernharts, Pa.
- Batesburg, S. C.
- Stuart, Va.
- Ackerman, Miss.
- Florence, Ala.
- Woodsboro, Md.
- Durham, N. C.
- Hawkinsville, Ga.

Souder, Laura Katherine A.B. (George Washington), Chemistry.	Gaithersburg, Md.
Spikes, Lewis Everett A.B. (Duke), Education.	Rutherfordton, N. C.
Stanton, Tessa A.B. (Lander), Education.	Clio, S. C.
Steele, Eva Belle B.S. (Peabody), Education.	Catlette, Va.
Stone, Tecoa Elizabeth A.B. (Winthrop), Education.	Williamston, S. C.
Stowe, David Henry A.B. (Duke), Education.	Lynchburg, Va.
Stradley, Paul Gill A.B. (Emory & Henry), History.	Cumberland Gap, Tenn.
Stradley, Reese Gillespie B.S. (Emory & Henry), Mathematics, Education.	Norton, Va.
Stuart, Charles Morgan A.B. (Wofford), Mathematics, Education.	Coronaca, S. C.
Sutton, Chester McKinley A.B. (Haverford), A.M. (University of North Carolina), English.	Augusta, Ga.
Swaringen, Roy Archibald A.B. (Duke), Education, Economics.	Thomasville, N. C.
Tiedeman, Edward George A.B. (College of City of New York), Education, English.	Brooklyn, N. Y.
Trexler, Dora May A.B. (Converse), History.	Spartanburg, S. C.
Truesdale, Edred A.B. (University of South Carolina), Education.	Kershaw, S. C.
Twaddell, Vera Carr A.B. (Duke).	Durham, N. C.
Usher, George Ephraim A.B., A.M. (University of Georgia), Education.	Homerville, Ga.
Utley, Charles Houston A.M., LL.B. (Wake Forest), Education, Psychology.	Durham, N. C.
Vining, Morgan F. A.B., LL.B. (University of Texas), Education.	Chapel Hill, N. C.
Waite, Alex A.B. (University of South Carolina), Education, Psychology.	Asheville, N. C.
Ward, Ellen Gunter A.B. (Duke), English.	Durham, N. C.
Warren, Linwood Allen A.B. (Duke), Education.	Durham, N. C.
Welch, Sadie Elizabeth A.B. (Greensboro College), Latin.	Asheville, N. C.
Wildman, Edith Grace A.B. (Flora McDonald), Education.	Thomasville, Ga.
White, Joseph Benton A.B. (Wofford), Education.	Centenary, S. C.
Wilkinson, Lillie Mae Stanford A.B. (Duke), Education.	Durham, N. C.
Williams, Bettie Neal A.B. (North Carolina College for Women), Education.	Morehead City, N. C.

Wilson, Nellie Gray	Oxford, N. C.
A.B. (Duke), Education, Psychology.	
Wooten, Maud	Chester, S. C.
A.B. (Chicora), Mathematics.	
York, Gladys	Carrollton, Miss.
A.B. (Grenada), Mathematics, Education.	

SUMMARY

Graduate students, First Summer Term, 1931.....	423
Graduate students, Junaluska Summer School, 1931.....	10
Graduate students, Second Summer Term, 1931.....	186
Graduate students, Academic Year, 1931-1932.....	260
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	879
Deduct for duplications.....	170
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Total enrollment	709

BULLETIN OF DUKE UNIVERSITY

Vol. 4

JUNE, 1932

No. 6

SCHOOL OF LAW



ANNOUNCEMENT FOR 1932-33

PUBLISHED BY DUKE UNIVERSITY

IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE

ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.

UNDER ACT OF AUGUST 24, 1912



THE LAW SCHOOL BUILDING
(THE UNIVERSITY LIBRARY IS SHOWN AT THE LEFT)

BULLETIN
OF
DUKE UNIVERSITY



SCHOOL OF LAW

MEMBER OF THE ASSOCIATION OF AMERICAN LAW SCHOOLS
APPROVED BY THE AMERICAN BAR ASSOCIATION

ANNOUNCEMENT FOR 1932-33

DURHAM, NORTH CAROLINA
1932

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CALENDAR

1932

- September 20. Tuesday—Registration of Law Students.
September 22. Thursday—Commencement of Instruction.
November 11. Friday—Armistice Day—Part holiday—Public exercises.
November 24. Thursday—Thanksgiving Day—A holiday.
December 12. Monday—Duke University Day—Not a holiday.
December 17. Saturday, 1 P.M.—Christmas recess begins.

1933

- January 3. Tuesday, 8:30 A.M.—Instruction is resumed.
January 21. Saturday—Mid-year examinations begin.
January 31. Tuesday—Last day for matriculation for second semester.
February 1. Wednesday—Second semester begins.
February 22. Wednesday—A holiday—Civic celebration in honor of Washington's birthday.
April 13. Thursday, 4 P.M.—Easter recess begins.
April 18. Tuesday, 8:30 A.M.—Instruction is resumed.
May 26. Friday—Final examinations begin.
June 4. Sunday—President's address to graduating class.
June 5. Monday—Annual meeting of the Board of Trustees.
June 5. Monday—Annual meeting of the Alumni and Alumnae Councils.
June 6. Tuesday morning—Commencement sermon.
June 6. Tuesday—Alumni Day—Class Reunions.
Afternoon—Alumni Address—meeting of the Alumni Association.
Afternoon—Alumnae Address—meeting of the Alumnae Association.
June 6. Tuesday evening—Reception in honor of the graduating class.
June 7. Wednesday morning—Commencement address; graduating exercises.

I. TRUSTEES AND FACULTY

TRUSTEES OF DUKE UNIVERSITY

G. G. ALLEN, New York City	H. A. PAGE, Aberdeen, N. C.
ALBERT ANDERSON, Raleigh, N. C.	DRED PEACOCK, High Point, N. C.
J. H. BARNHART, Reidsville, N. C.	W. W. PEELE, Charlotte, N. C.
JAMES A. BELL, Charlotte, N. C.	W. R. PERKINS, New York City
J. F. BRUTON, Wilson, N. C.	W. N. REYNOLDS, Winston-Salem, N. C.
H. R. DWIRE, Durham, N. C.	D. C. ROPER, Washington, D. C.
D. S. ELIAS, Asheville, N. C.	J. H. SEPARK, Gastonia, N. C.
R. L. FLOWERS, Durham, N. C.	J. B. SHERRILL, Concord, N. C.
W. W. FLOWERS, New York City	F. M. SIMMONS, New Bern, N. C.
P. H. HANES, Winston-Salem, N. C.	WILLIS SMITH, Raleigh, N. C.
J. B. HURLEY, Lexington, N. C.	C. W. TOMS, New York City
J. F. KIRK, Greensboro, N. C.	S. B. TURRENTINE, Greensboro, N. C.
C. F. LAMBETH, Thomasville, N. C.	W. D. TURNER, Statesville, N. C.
J. A. LONG, Roxboro, N. C.	F. M. WEAVER, Asheville, N. C.
T. F. MARR, Marion, N. C.	B. S. WOMBLE, Winston-Salem, N. C.
R. A. MAYER, Charlotte, N. C.	J. C. WOOTEN, Durham, N. C.
M. E. NEWSOM, Durham, N. C.	
W. R. ODELL, Concord, N. C.	

The officers of the Board are: Chairman, J. F. Bruton; Vice-Chairman, T. F. Marr; Recording Secretary, R. L. Flowers.

The Executive Committee consists of J. F. Bruton (ex officio), W. P. Few (ex officio), G. G. Allen, M. E. Newsom, J. H. Separk, C. W. Toms, and J. C. Wooten. The Law School Committee comprises Willis Smith, James A. Bell, W. D. Turner, and B. S. Womble.

TRUSTEES OF THE DUKE ENDOWMENT

G. G. ALLEN, New York City	W. C. PARKER, New York City
W. B. BELL, New York City	W. R. PERKINS, New York City
C. I. BURKHOLDER, Charlotte, N. C.	W. S. RANKIN, Charlotte, N. C.
N. A. COCKE, Charlotte, N. C.	W. N. REYNOLDS, Winston-Salem, N. C.
MRS. J. B. DUKE, New York City	W. S. O'B. ROBINSON, JR., Char- lotte, N. C.
R. L. FLOWERS, Durham, N. C.	A. H. SANDS, JR., New York City
B. E. GEER, Greenville, S. C.	
W. S. LEE, Charlotte, N. C.	
E. C. MARSHALL, Charlotte, N. C.	

The officers of the Board are: Chairman, G. G. Allen; Vice-Chairmen, W. R. Perkins and W. S. Lee; Secretary, A. H. Sands, Jr.; Treasurer, W. C. Parker; Assistant Secretary, N. A. Cocke.

FACULTY

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.
PRESIDENT OF THE UNIVERSITY.

JUSTIN MILLER, A.B., LL.B., J.D.
DEAN AND PROFESSOR OF LAW

A.B. 1911, Stanford University; LL.B. 1913, University of Montana; J.D. 1914, Stanford University; Asst. Instr. in Law, University of Montana, 1912-13; general practice, 1914-21; Dist. Atty. King's County, Calif. 1915-18; Atty. for Calif. State Comm. of Immigration and Housing, 1919-21; Lecturer, University of California, summer 1920; Professor of Law, University of Oregon, 1921-23; University of Minnesota, 1923-26; Stanford University, summer 1926; University of California, 1926-27; Dean, School of Law, University of Southern California, 1927-30; Visiting Professor of Law, Columbia University, summer 1929; Dean and Professor of Law, School of Law, Duke University, since 1930.

BRYAN BOLICH, A.B., B.A., M.A., B.C.L.
PROFESSOR OF LAW.

A.B. 1917, Duke University; Duke University Law School 1919-21; B.A. 1923, Oxford University; B.C.L. 1924, Oxford University; M.A. 1927, Oxford University; general practice, 1924-27; Professor of Law, Duke University, since 1927.

JOHN S. BRADWAY, A.B., A.M., LL.B.
PROFESSOR OF LAW AND DIRECTOR OF THE LEGAL AID CLINIC.

A.B. 1911, Haverford College; A.M. 1915, Haverford College; LL.B. 1914, University of Pennsylvania; general practice, 1914-29; Legal Aid Society of Philadelphia, 1914-20; chief counsel, Philadelphia Legal Aid Bureau, 1920-22; Secretary National Association of Legal Aid Organizations, since 1923; Professor of Law and Director of the Legal Aid Clinic, University of Southern California, 1929-31; Professor of Law and Director of the Legal Aid Clinic, Duke University, since 1931.

PAUL WESLEY BRUTON, A.B., LL.B., J.S.D.
ASSOCIATE PROFESSOR OF LAW.

A.B. 1929, University of California; LL.B. 1929, University of California; J.S.D. 1930, Yale University; assistant to the Calif. Code Comm., summer 1930; Instructor in Law, Yale University, 1930-32; University of California, summer 1932; Associate Professor of Law, Duke University, since 1932.

THADDEUS DILLIARD BRYSON
PROFESSOR OF LAW.

Emory and Henry College, 1889-90; University of North Carolina, 1891-95; finished Law School, University of North Carolina, 1895; general practice, 1895-1918; Solicitor, 20th Judicial District, North Carolina, 1908-16; Judge, Superior Court, North Carolina, 1918-26; general practice, 1926-27; Professor of Law, Duke University, since 1927.

DAVID F. CAVERS, B.S., LL.B.
PROFESSOR OF LAW.

B.S. in Econ. 1923, University of Pennsylvania; LL.B. 1926, Harvard University; general practice, 1926-29; Instructor in Law, Harvard University, 1929-30; Assistant Professor of Law, West Virginia University, 1930-31; Assistant Professor of Law, Duke University, 1931-32; Professor of Law, Duke University, since 1932.

LESLIE CRAVEN, A.B., J.D.

PROFESSOR OF LAW.

A.B. 1909, Stanford University; Harvard Law School, 1909-10; J.D. 1911, Stanford University; general practice, 1912-16; assistant valuation counsel, 1916-18, and valuation counsel, 1919-32, for the associated Class I Western Railroads (Presidents' Conference Committee); Professor of Law, Duke University, since 1932.

LON L. FULLER, A.B., J.D.

PROFESSOR OF LAW.

A.B. 1924, Stanford University; J.D. 1926, Stanford University; Assistant Professor of Law, University of Oregon, 1926-27; Associate Professor of Law, University of Oregon, 1927-28; Associate Professor of Law, University of Illinois, 1928-30; University of Chicago, summer 1930; Professor of Law, University of Illinois, 1930-31; Professor of Law, Duke University, since 1931.

WARNER FULLER, B.S., LL.B.

ASSISTANT PROFESSOR OF LAW.

B.S. 1924, University of Oregon; LL.B. 1927, Yale University; research assistant, Yale Law School, 1927-28; general practice, 1928-32; Assistant Professor of Law, Duke University, since 1932.

H. CLAUDE HORACK, Ph.B., LL.B.

PROFESSOR OF LAW.

Ph.B. 1899, State University of Iowa; LL.B. 1900, State University of Iowa; LL.B. 1904, Harvard University; Assistant Professor of Law, University of Wisconsin, 1904-07; Professor of Law, State University of Iowa, 1907-30; University of Michigan, summer 1922; University of Wisconsin, summer 1924; University of Southern California, summer 1931; Advisor, Council of Legal Education and Admissions to the Bar of the American Bar Association, 1927-30; Professor of Law, Duke University, since 1930.

DOUGLAS BLOUNT MAGGS, A.B., J.D., S.J.D.

PROFESSOR OF LAW.

A.B. 1922, University of California; J.D. 1924, University of California; S.J.D. 1926, Harvard University; general practice, 1924-25; Assistant Professor of Law, University of California, 1926-27; Professor of Law, University of Southern California, 1927-30; Visiting Professor, Columbia University, 1928-29; University of California, summer 1927; Cornell University, summer 1928; University of Chicago, summer 1929; Professor of Law, Duke University, since 1930.

MALCOLM McDERMOTT, A.B., LL.B.

PROFESSOR OF LAW AND DIRECTOR OF DEPARTMENT OF LEGISLATIVE
RESEARCH AND DRAFTING.

A.B. 1910, Princeton University; LL.B. 1913, Harvard University; general practice, 1913-30; Dean, College of Law, University of Tennessee, 1920-30; University of Southern California, summer 1929; Professor of Law, Duke University, 1930-31; Professor of Law and Director of Department of Legislative Research and Drafting, since 1931.

GORDON E. DEAN, A.B., J.D., LL.M.

INSTRUCTOR IN LAW AND ASSISTANT TO THE DEAN.

A.B. 1927, University of Redlands; J. D. 1930, University of Southern California; LL.M. 1932, Duke University; Assistant to the Dean of the School of Law, Duke University, 1930-32; Instructor in Law and Assistant to the Dean of the School of Law, Duke University, since 1932.

MARSHALL TURNER SPEARS, A.B., A.M.

LECTURER IN LAW.

A.B. 1913, University of North Carolina; A.M. 1914, University of North Carolina; studied law, University of North Carolina, 1913-15; general practice, since 1915; Assistant Professor of Law, Duke University, 1927-1930; Lecturer in Law, since 1930.

WILLIAM R. ROALFE, LL.B.

LAW LIBRARIAN.

LL.B. 1922, University of Southern California; general practice, 1923-25; Law Librarian, University of Southern California, 1927-30; Law Librarian, Duke University, since 1930.

MARY S. COVINGTON, A.B., LL.B.

RESEARCH LIBRARIAN.

A.B. 1905, Shorter College; LL.B. 1922, George Washington University; general practice, 1924-30; Research Librarian, Duke University, since 1930.

FACULTY COMMITTEES

Committee on Coöperation with Medical School: John S. Bradway, Chairman, T. D. Bryson, H. C. Horack.

Committee on Curriculum: Douglas B. Maggs, Chairman, David F. Cavers, Lon L. Fuller, H. C. Horack, Justin Miller.

Committee on Graduate Study: Lon L. Fuller, Chairman, H. C. Horack, Leslie Craven.

Committee on Rules: David F. Cavers, Chairman, Bryan Bolich, Paul W. Bruton.

ADVISORY COMMITTEE

A committee of representative men is being set up for the purpose of providing regional depositaries of information regarding the Law School and for the purpose of advising prospective students. Those members of the committee now selected are:

William R. Perkins, Attorney at Law, New York City.

Daniel C. Roper, Attorney at Law, Washington, D. C.

William H. Sawyer, Chief Justice, Superior Court of New Hampshire, Concord, New Hampshire.

Willis Smith, Attorney at Law, Raleigh, North Carolina.

II. ORGANIZATION, EQUIPMENT, AND SPECIAL ACTIVITIES

HISTORY AND ORGANIZATION

The School of Law of Trinity College was founded in the summer of 1904 upon an endowment established by James B. Duke and Benjamin N. Duke. Samuel Fox Mordecai, distinguished lawyer and teacher, organized the School and was its dean until his death in 1927. Its establishment set a new standard in Southern legal education in that it was the first school to require college work as preliminary to law study; it required the completion of two years of college work as a prerequisite to entrance, the case method was used as the basis of instruction, and the completion of three years resident study was required for a law degree.

In 1924 the School of Law became the law school of Duke University pursuant to the establishment of the Duke Endowment. In 1930 the School was moved into its new building, the faculty and library were greatly increased, and the activities of the School broadened. In 1931 the entrance requirement was raised from two to three years of college work. The School of Law is a member of the Association of American Law Schools and is on the approved list of the American Bar Association.

The ideas of the founder with reference to the University and its training of lawyers is thus expressed in the indenture and deed of trust establishing the Duke Endowment:

I have selected Duke University as one of the principal objects of this trust, because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees and faculty men of such outstanding character, ability and vision as will assure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, lawyers and physicians, because

these are most in the public eye, and by precept and example can do most to uplift mankind. . . .

PURPOSES AND METHOD OF INSTRUCTION

The School of Law offers such courses in its curriculum as will provide an adequate preparation for the practice of law in any state. Through facilities for specialized study and research, training is afforded for those looking to the teaching of law as a profession. In addition, several courses are offered for the benefit of students intending to practice in North Carolina.

It is conceived that the trust imposed by the Duke indenture cannot be discharged by the mere indoctrination of the student in the rules and principles of law which have received acceptance in a single state or in common law jurisdictions generally. The case method of legal education, as employed in the School of Law, by compelling analysis of judicial opinions and inquiry into the various legal and non-legal considerations underlying them, acquaints the student not only with legal doctrine, but also with the judicial process and the rôle of the courts as creative agencies in social development.

The curriculum has been arranged with a view to insuring not only a balanced selection of courses in the first two years of study, but also an opportunity for some degree of specialization in the third year so that by intensive work in a single field the student may acquire a degree of mastery in its problems. The increasing interrelation of the economic and political problems in the life of the nation and the consequent responsibility of the lawyer in effecting the necessary adjustments are recognized in an ample offering of courses in Public Law, in which special consideration is given to the work of the legislative and administrative agencies of government.

To provide scope for creative work by the student, seminar courses and the courses in Current Decisions are offered. To achieve balance between intellectual discipline and that practical training which the young lawyer is otherwise left to obtain at the expense of his clients, courses are offered in Research and Briefing and Practice Court, and the third-year class participates in the work of the Legal Aid Clinic, described below.

Through the organization of the student body in a Bar Association, a medium is afforded for extra-curricular activity

designed to awaken in the student a sense of responsibility as a member of his profession and to familiarize him with a type of organization through which some contribution to the well-being of his profession and society may be made.

The courses of study offered in the School of Law are described at page 21 of this Bulletin.

THE LAW SCHOOL BUILDING

The law building, like all other structures on the main campus of Duke University, is in Tudor Gothic style of colorful Cambrian stone from the Duke University quarries. Especially designed to house the School of Law, it was occupied for the first time in September, 1930. In it are class rooms, seminar rooms, offices for faculty and staff, quarters for a Legal Aid Clinic, a Department of Legislative Research and Drafting, a court room equipped for trial court and appellate court sessions, and the law library.

THE LAW LIBRARY

The Law Library contains a collection of more than forty thousand volumes and is the largest law school library in the South. It consists of American and English statutory and case law; a collection of Continental Law materials; treatises, digests, encyclopedias; the various selected case series; a comprehensive collection of legal periodicals; publications in the fields of history, economics, government, and the other social sciences, supplemental to the strictly legal materials; and a special collection of legal biographical material. The library now subscribes to every current legal periodical of general interest printed in the English language.

There are several thousand additional volumes of a legal nature in the main library building, immediately adjoining the Law School, as well as the general collection of approximately two hundred and fifty thousand volumes, which includes government documents and works on the social sciences, to all of which the law students and faculty have convenient access.

LEGISLATIVE RESEARCH AND DRAFTING

The Department of Legislative Research and Drafting has been organized to serve as a legislative reference and drafting

bureau, wherein students of legislation may obtain actual experience and training in the drafting of statutes and the research work incident thereto. The Department's activities include not only the preparation of bills and the investigation of facts on which particular legislation is predicated, but also the making of studies on subjects connected with legislative policy. Its services are availed of by legislators and others interested in legislative projects before the national and the various state and local governments. The Department sponsors no measures, but seeks to aid in the improvement of the form and substance of statute law.

THE LEGAL AID CLINIC

A Legal Aid Clinic was organized at the School of Law in 1931 under the direction of Professor John S. Bradway, who had directed similar undertakings in Philadelphia and Los Angeles. The purpose of the Clinic is twofold: to provide legal assistance for indigent persons, and to acquaint the student, by direct contact under faculty supervision, with certain of the problems of "law in action" which may escape emphasis in the study of "law in books." The student is obliged to synthesize his theoretical knowledge in applying it to concrete situations which may often cut across course boundaries. He is trained in the technique of fact-gathering, the strategy of a law suit, the handling of clients, and the management of a law office. A handbook and case materials relating to such problems have been prepared for study in conjunction with work in actual cases. The practice in the Clinic is of a sort calculated to stress the ethical responsibilities of the lawyer and the social implications of his work. The latter aspect of this work is developed further by contacts established between the Clinic and various agencies of social welfare in the State.

The first eight months of the Legal Aid Clinic's existence have demonstrated the importance of its contribution to the community. During that time approximately 200 cases have been received by the Clinic; the volume of business has been steadily increasing. Only those clients who are unable to pay counsel fees are accepted by the Clinic.

The activities of the Clinic are centered in a suite of offices in the Law School Building. In addition to the Director, a

staff of four members of the North Carolina State Bar assist in the educational activities of the Clinic and represent its clients in court proceedings. Work in the Legal Clinic is required of members of the third year class.

THE PRACTICE COURSE

The practice course in the School of Law is under the direction of Judge T. D. Bryson, for eight years Judge of the Superior Court from the Twentieth Judicial District of North Carolina. The object of the course is to offer third-year students an opportunity to visualize by actual experience the application of the principles of law imparted in other courses.

The course features trial court practice in both civil and criminal actions, appellate practice, the drawing of contracts and wills, making abstracts of title, and drafting of other legal papers incident to the work of the active legal practitioner. In order that the work may correspond to the work of a trial court, a courtroom with the usual appointments, including judge's bench, jury box, stenographer and clerk's desk, bar, etc., has been provided.

The class is divided, in the courtroom work, into groups of from two to four students. A statement of facts is assigned to each group, certain of the group representing the plaintiff and the remainder the defendant. Each student is required to cause a summons to be issued and served, to file his complaint, demurrer or answer as the case might be, prepare the proper issues, select a jury, introduce evidence, conduct argument and prepare judgment. During the trial of actions all members of the class are expected to join in the discussion of the questions raised. If the case is appealed, a statement of case on appeal with counter case or exceptions by the appellee must be prepared. Briefs are then required to be filed in the appellate court, with oral argument of the legal questions, the subject of the exceptions.

LEGAL PERIODICAL

Plans are in preparation for the publication by the School of Law of a periodical devoted to the discussion of legal problems. This will also afford a medium for the publication of work done in the Current Decisions courses. Professor David F. Cavers will supervise the development of this periodical.

III. ADMISSION OF STUDENTS

DIRECTIONS TO APPLICANTS FOR ADMISSION

Applications should be made on the prescribed Law School application blanks which will be sent upon request. Each application for regular or advanced standing must be accompanied by a complete transcript of record and evidence of graduation or honorable withdrawal from the institution from which credit is offered. To the application blank should be attached a recently-made personal photograph.

Whenever possible, the Law School will arrange for a personal interview between the applicant and a representative of the University. In all cases where a personal interview is not practicable, letters from responsible persons, certifying to the character and ability of the applicant, are required. It is desired that students may be selected who give promise of leadership in some of the various phases of professional activity. It is recognized that such selection is difficult. However, graduation from Duke University School of Law is intended to constitute evidence of capacity for superior work in some branch of the profession of law. Applicants for admission and their sponsors are requested to keep this fact in mind.

REQUIREMENTS FOR ADMISSION

No student will be admitted to the study of law who has not completed, with class standing satisfactory to the faculty, work equivalent to three-fourths of that acceptable for a Bachelor's degree in the undergraduate department of Duke University or of some other college or university of approved standing. Such work must have been completed with an average grade of "C" (on a scale in which "D" is a passing grade) or its equivalent.

COMBINED COURSE

Arrangements have been made with some colleges for students, who have completed therein three years of arts college work, to enter the Law School of Duke University and upon the satisfactory completion of the first year of law school work to receive their bachelor of arts degrees from such colleges. It

is suggested that students, desiring to enter Duke University School of Law, make inquiry of the proper college authorities regarding this point.

The undergraduate departments of Duke University permit eighteen semester-hours of law work to be counted toward an academic degree. The first-year curriculum in the law school comprises thirty hours of work. Students wishing to count eighteen hours of law work toward an undergraduate degree are advised to register for the full thirty hours of law work during their fourth year and to acquire before entering the law school, or by attendance at summer school thereafter, such additional hours of academic credit as they may need to complete the requirements for their academic degrees. By so doing, a student may complete in six years a combined course wherein he will have received his academic degree and also the degree of Bachelor of Laws.

ADMISSION TO ADVANCED STANDING

Any person who had complied with the aforementioned requirements for admission prior to the commencement of his law study who shall present evidence of the satisfactory completion of any part of the curriculum of the law school at any approved law school maintaining courses of instruction of at least thirty-two weeks for the academic year, and who is eligible for readmission to the law school from which he proposes to transfer, may be admitted to advanced standing, and given provisional credit for courses so completed, final credit for such work to be conditioned on the satisfactory completion of courses carried at the Duke University School of Law.

CANDIDATES FOR GRADUATE DEGREES

Graduate students must have completed at least three years of college work before having begun the study of law. They must have received the first degree in law from a law school qualified for membership in the Association of American Law Schools. Work done for such degrees must have been of high quality. In exceptional cases an applicant who does not meet all of these requirements may show that he is qualified, as by reason of practice or teaching.

Applications for admission to graduate study should be addressed to the Dean of the Law School and should include transcripts of records of legal and pre-legal work.

IV. REQUIREMENTS FOR DEGREES

BACHELOR OF LAWS

The successful completion of three years' study of law together with a favorable recommendation of the faculty is required for the degree of Bachelor of Laws. Except under extraordinary circumstances, the last full year of work immediately preceding the granting of this degree must be completed in this school.

MASTER OF LAWS

The degree of Master of Laws will be granted after one year of residence as a graduate student, upon the satisfactory completion of a course of study, to be approved by the faculty, which may include undergraduate law courses and courses in other departments of the University as well as graduate law courses and research work. Graduate research work in particular subjects may be undertaken with permission of the faculty and under the supervision of appropriate instructors, upon the completion of which from one to six semester-units credit may be awarded.

DOCTOR OF JURIDICAL SCIENCE

The Degree of Doctor of Juridical Science is given to those to whom the Master's degree has been awarded who demonstrate their fitness in legal research and writing by the preparation of a thesis considered by the faculty as suitable for publication. Such thesis shall be prepared during a period of not less than a year following the awarding of the Master's degree.

V. STUDENT PROGRAMS

To receive the Bachelor of Laws degree, the student must have completed seventy-eight units in the courses offered by the Law School, with an average grade of C, or better. No student will be allowed to carry more than fifteen hours each semester without special permission of the faculty. All of the first-year courses are required for graduation, and no second or third-year courses may be elected until the student has successfully completed or made provision for the completion of such first-year courses. The course in Research and Briefing is required of those second-year students who have not been selected to take the course in Current Decisions I. The courses in Legal Ethics and in Legal Aid Clinic are required of all third-year students. For descriptions of the content of courses, see pp. 21 to 28.

THE FIRST YEAR PROGRAM

<i>Subject</i>	<i>Hours per semester</i>	
Contracts and Quasi-Contracts	4	4
Torts	4	2
Property I	2	2
Criminal Law and its Administration	3	3
Introduction to Procedure	2	2
Agency		2
Legal Bibliography	(no credit)	
	15	15

SECOND AND THIRD YEAR PROGRAMS

With the exceptions noted above, all courses offered for the second and third years are elective. For the guidance of second-year students in 1932-33, the faculty recommends the inclusion of the following courses in their programs of study:

<i>Subject</i>	<i>Hours per semester</i>	
Bills and Notes	3	
Constitutional Law	2	3
Criminal Law		2
Equity	2	2
Conveyancing	3	
Securities	2	2

Of the remaining courses open to second-year students, those listed below are suggested as most suitable for study in that year, but it should be distinctly understood that the courses in this list are not suggested as either more or less suitable for study in the third year than those not included herein. In the selection of courses in addition to, or in substitution for, those recommended above, the student should consult the course groupings appearing at pages 21 ff. of this Bulletin, so that he may choose those courses which will contribute most directly to his work in the field of study to which he wishes to devote his major efforts in the third year. The student intending to enter the general practice of law is cautioned, however, not to sacrifice, through undue concentration, the acquisition of a broad foundation for his subsequent activities.

<i>Subject</i>	<i>Hours per semester</i>
Agency	2
Contracts II	2
Criminal Procedure	2
Family Law	2
Future Interests	3
Landlord and Tenant	2
Municipal Corporations	2
Partnerships	2
Pleading	1
Public Utilities	2
Sales	3
Trusts	2

VI. COURSES OFFERED

1. CROSS SECTION AND GENERAL COURSES

Torts. Liability in damages for physical injuries to person and property inflicted intentionally, negligently, or innocently; justification and excuse; contributory negligence; proximate cause. Liability for false representations, defamation, inducing breach of contract, interference with business relations, unfair competition, strikes, etc. Bohlen, *Cases on Torts* (3d ed.). Four hours a week, first semester; two hours a week, second semester. MR. MAGGS

Equity. Powers of Courts of Equity and principles governing their exercise, with special emphasis on injunctions. General scope of the remedy of specific performance; part performance and the Statute of Frauds; equitable conversion by contract; defences to specific performance. Cook, *Cases on Equity* (one volume edition). Two hours a week throughout the year. MR. HORACK

Trusts. Trust distinguished from other relationships; methods of creating and capacity and intention to create a trust; the trust property and the parties to the trust; charitable trust; resulting and constructive trusts; relation between the trustee and the beneficiary; the administration of the trust; liability of the trustee to third persons; transfer of the beneficiary's interest; termination of a trust. Scott, *Cases on Trusts* (2d ed.). Two hours a week throughout the year. MR. HORACK

Conflict of Laws. A study of problems arising when the operative facts of a case are connected with jurisdictions having different rules of law. Attention will be given to jurisdiction of courts, enforcement of foreign judgments, torts, contracts, mortgages and conditional sales, insurance, business associations, family law and administration of estates. Lorenzen, *Cases on Conflict of Laws* (3d ed.). Two hours a week throughout the year. MR. BRUTON

Family Law. Cases are studied dealing with problems of the contract to marry, the breach of the contract, marriage, its requisites, and the elements which may render it invalid, separation, divorce, and international jurisdiction over the marriage relationship. McCurdy, *Cases on Domestic Relations*, supplemented by mimeographed material. Two hours a week, first semester. MR. BRADWAY

Family Law Seminar. Specific legal problems in the field of family law are considered. In addition, the whole problem of family relations is studied from various standpoints. Students read and report on some of the modern material regarding marriage. Special studies are made of family cases handled by specialized courts to show the contrast with the ordinary court procedure in such matters. The student is encouraged to

develop an understanding of the problem of marriage sufficient to enable him to make contributions of a constructive nature during the course of his career as a member of the bar. Prerequisite: Family Law. Two hours a week, second semester. MR. BRADWAY

North Carolina Statutes. A study of selected statutes of North Carolina with discussion of their application, and an analysis of the decisions of the Supreme Court of North Carolina construing them. Two hours a week, first semester. MR. BRYSON

Legal Bibliography. A historical study of the development of law books with particular emphasis upon the more important sets and classes of volumes, together with actual practice in the use of the books themselves for the purpose of developing facility in legal research. No credit. MR. ROALFE

Research and Briefing. Individual study of selected problems, involving the use of digests, encyclopedias, selected case reporter series, index to legal periodicals, etc.; the marshalling of authorities and preparation of trial and appellate court briefs. Required of all second-year students except those selected for Current Decisions I. Selected materials. One hour throughout the year, in two sections. MR. W. FULLER

Current Decisions I.—Each student follows the current decisions of particular courts. Cases selected as noteworthy are discussed in group meetings. After intensive research and consultation with faculty members, notes and comments on selected decisions are prepared. Open only to, and required (in lieu of Research and Briefing) of, superior second-year students selected by the faculty. One hour throughout the year. MR. DEAN AND STAFF

Current Decisions II. This course is open only to superior third year students selected by the faculty. The student reads advance sheets, participates in group discussions, prepares notes and comments as in Current Decisions I. In addition certain of the students act as editors of the notes and comments produced in the two courses. One hour throughout the year. MR. DEAN AND STAFF

2. BUSINESS COURSES

Contracts and Quasi-Contracts. The course includes the usual subject-matter of a course in contracts: mutual assent, consideration, sealed contracts, assignment, contracts for the benefit of third persons, joint obligations, the Statute of Frauds, conditions, impossibility, illegal contracts, discharge of contracts. In addition, the equivalent of two hours through a single semester is devoted to the legal and equitable remedies for fraud and mistake, and the law of quasi-contract. Williston, *Cases on Contracts* (3d ed.), and Cook, *Cases on Equity* (one volume ed., Part III). Four hours a week throughout the year.

MR. L. L. FULLER

Contracts II. Conditions in contracts, impossibility of performance, reformation and rescission for fraud and mistake, quasi-contractual remedies in cases of fraud and mistake, the effect of duress. Prerequisite: Contracts I. Williston, *Cases on Contracts* (3d ed.), and Cook, *Cases on Equity* (one volume ed., Part III). Two hours a week, first semester.

MR. L. L. FULLER

(Not to be offered after 1932-1933.)

Agency. Nature of agency: contractual relation between principal and third party, and agent and third party; tort liability of principal and agent; delegation of authority; ratification; termination of authority. Mechem, *Cases on Agency* (2d ed.). Two hours a week, second semester.

MR. HORACK

Partnerships. Selected topics in the law of partnership, including the limited partnership, joint stock company and business trust. Casebook to be announced. Two hours a week, second semester.

MR. W. FULLER

Corporations. A study of the legal and economic problems involved in the formation of a private corporation; its internal organization; the assembling of its funds; the control and management of the going concern; the distribution of its profits or losses; the termination of the enterprise and its reorganization. (This course may not be elected, for credit, by students who have had Business Associations I.) Richards, *Cases on Corporations*. Two hours a week throughout the year.

MR. W. FULLER

Advanced Business Associations. A detailed consideration of selected activities of business associations with special reference to the functioning of private corporations under modern conditions. Casebook to be announced. Three hours a week, second semester.

(Not to be offered 1932-1933.)

MR. W. FULLER

Bills and Notes. Negotiable and non-negotiable notes, bills of exchange, and checks; the legal effects of negotiability; the liabilities of primary and secondary parties; payment and discharge. Britton, *Cases on Bills and Notes* (2d ed.). Three hours a week, first semester.

MR. W. FULLER

Sales. Subject-matter of sale; executory and executed sales; the effect of fraud and the retention of possession by the seller; factors and factors acts; special rights and remedies of the buyer. Williston, *Cases on Sales*. Three hours a week, first semester.

MR. McDERMOTT

Securities. A comparative study of the principal security devices, including suretyship and guaranty, conditional sales, mortgages, letters of credit and trust receipts. Sturges, *Cases on Credit Transactions*. Two hours a week throughout the year.

MR. BRUTON

Creditor's Rights. A comparative study of the various means of protecting the unsecured creditor. Assignments for the benefit of creditors, creditors' agreements, receiverships and bankruptcy will constitute the principal parts of the course. Some attention will also be given to fraudulent conveyances and enforcement of judgments. Casebook to be announced. Three hours a week, second semester. MR. BRUTON

Seminar in Securities and Creditors' Rights. The course will be devoted to intensive study of particular problems in the fields of Securities and Creditors' Rights. Admission only with the consent of the instructor. One hour a week, first semester. MR. BRUTON

Public Utilities. See Public Law Courses, page 26, for description. Two hours a week throughout the year. MR. CRAVEN

Seminar in Public Law—Regulation of Business and Business Practices. See Public Law Courses, page 27, for description. One hour a week, second semester. MR. MAGGS

3. PROPERTY COURSES

Property I. Employment of the concepts of possession, title, tenure, and estate in the law of personal and real property; adverse possession and user; requirements as to delivery of, and description in, deeds of land; effect of recording acts; contractual protection against defects in title; devices for the enlargement or restriction of the rights of land-owners. Casebook to be announced, and selected materials. Two hours a week throughout the year. MR. CAVERS

Conveyancing. Methods of conveying interests in land; formal requirements of conveyances; description of land conveyed; easements; licenses; covenants for title; estoppel by deed; recording and priorities. Aigler, *Cases on Titles* (2d ed.); Bigelow, *Cases on Rights in Land*. Three hours a week, first semester. MR. BOLICH

(Not to be offered after 1932-1933.)

Property II. Historical development of the law of real property; a detailed study of the modern law of possessory estates in land, including estates in fee simple, in fee tail, and the statutory variations thereof; life estates; dower and curtesy; concurrent ownership; an introductory consideration of certain characteristics of future estates. Casebook to be announced. Two hours a week, first semester. MR. BOLICH

(To be offered beginning 1933-1934.)

Landlord and Tenant. Form and general characteristics of leases; creation of leases; possession of lessee; interference with possessory rights of tenant; transfers by lessor and lessee; covenants to pay rent, taxes, assessments and to repair; conformity of the premises; construction and reconstruction; insurance; termination of leases. Jacobs, *Cases and Materials on Landlord and Tenant*. Two hours a week, second semester. MR. BOLICH

Future Interests. Future interests in real and personal property; reversions; vested and contingent remainders; executory interests; rights of entry; possibilities of reverter; gifts to classes; powers; perpetuities; interpretation of wills and deeds as affecting the validity and characteristics of the interests created thereby. Prerequisite (after 1932-1933): Property II. Powell, *Cases on Future Interests*. Three hours a week, second semester. MR. BOLICH

Administration of Estates. Introduction to, and selected problems in, the law relating to the execution, revocation, and probate of wills; appointment of personal representatives; their powers and duties in collection of assets, payment of debts, and distribution of decedents' estates; powers and duties of personal representatives and trustees in management of estates, including control of investments, allocation of receipts to principal or income; accounting and compensation. (In 1932-1933, this course will be conducted as a seminar open only to third year students, research work being required.) Two hours a week throughout the year. MR. CAVERS

Trusts. See Cross Section and General Courses, page 21, for description. Two hours a week throughout the year. MR. HORACK

4. PUBLIC LAW COURSES

Criminal Law and its Administration. Sources of criminal law; the nature of crime; criminal act and intent; parties to crime; specific offenses; police administration; the work of the prosecutor; the defense attorney; criminal court organization and administration; the grand and trial juries; the trial; probation; prison administration; pardon; parole and other phases of criminal law administration. Mikell, *Cases on Criminal Law* (2d ed.) and selected materials. Three hours a week throughout the year. MR. MILLER

Criminal Law. The nature and classification of crimes; the mental element in crimes; persons capable of committing crime and exemption from responsibility; sufficiency of the act; specific offenses. Beale, *Cases on Criminal Law* (3d ed.). Two hours a week, second semester.

(Not to be offered after 1932-1933.)

MR. McDERMOTT

Criminal Procedure. See Procedure and Practice Courses, page 27, for description. Two hours a week, second semester. MR. BRYSON

Federal Jurisdiction and Procedure. See Procedure and Practice Courses, page 28, for description. Two hours a week, second semester.

(Not to be offered, 1932-1933.)

MR. CRAVEN

Constitutional Law. Judicial protection of persons and property against "arbitrary" legislation: the history of the notion of a "higher law," the concepts applied and the constitutional clauses relied upon in invalidating "arbitrary" legislation; the development and qualification of particular

doctrines and rules protecting individuals and corporations from "arbitrary" legislative interference with their persons, property, and business activities. The division of fields of control between the several States and between the Nation and the State. McGovney, *Cases on Constitutional Law*. Two hours a week, first semester; three hours a week, second semester.

MR. MAGGS

Administrative Law. The powers of such administrative tribunals as the public utility commissions, the Federal Trade Commission, and the workmen's compensation commissions, etc.; the procedure before such tribunals; the extent and manner of judicial review of their orders. Prerequisite: Constitutional Law. Frankfurter and Davison, *Cases on Administrative Law*, and selected materials. Two hours a week throughout the year.

MR. CRAVEN

Legislation. The interpretation of statutes; the subject-matter and purpose of the statute; the context; associated words; parts of the statute in relation to the whole; extrinsic aids; statutes in relation to other statutes; statutes in relation to the common law; the applying of statutes; the operation and effect of statutes. Prerequisite: Constitutional Law. DeSloovere, *Cases on Interpretation of Statutes*. Two hours a week, first semester.

MR. McDERMOTT

Legislation Seminar. Special study and research with respect to specific legislative problems and projects, involving a complete survey of the nature and mechanics of the legislative process. Prerequisite: Legislation. Selected materials. Two hours a week, second semester.

MR. McDERMOTT

Municipal Corporations. The nature of municipal corporations; their external constitution; their internal constitution; their powers; their liabilities; remedies for and against municipal corporations. Beale, *Cases on Municipal Corporations*. Two hours a week, first semester.

MR. McDERMOTT

Municipal Corporations Seminar. Special study and research with respect to certain legal problems arising in connection with local governmental units, including the organization of cities, districts and counties, their legal functions, their bond issues and liabilities thereon, and modes of enforcing remedies. Prerequisite: Municipal Corporations. Selected materials. Two hours a week, second semester.

MR. McDERMOTT

Public Utilities. A consideration of the whole law of public service as applied to public utilities generally. Especial attention is given to the problems of valuation and rates, and to the regulation of public utilities by administrative commissions. Smith and Dowling, *Cases on Public Utilities*, and selected materials. Two hours a week throughout the year.

MR. CRAVEN

VII. GENERAL INFORMATION

MATRICULATION, REGISTRATION, AND ENROLLMENT

On the day of registration, September 20, 1932, the applicant must obtain from the Dean of the Law School an admission card, indicating that he is entitled to register. Registration is conducted in the law building. All students, both old and new, are required to register at the beginning of each semester, at which time class schedule and course cards must be filled out and approved.

FEES AND EXPENSES

Tuition and registration fees are due at the beginning of each semester. The matriculation fee is twenty-five dollars a semester. The tuition fee is one hundred dollars a semester. A damage fee of one dollar is collected at the beginning of the first semester, an athletic fee of five dollars at the beginning of each semester, and medical fee of two dollars per semester at the beginning of each semester. Payment of the medical fee entitles a student to infirmary treatment and to student rates for special treatment other than in the infirmary. Payment of the athletic fee entitles the student to admittance to all athletic events on the campus. The graduation fee, payable by all students to whom a degree is awarded, is ten dollars. Board may be secured at approximately twenty-five dollars per month at the Union. Furnished rooms may be secured in the dormitories of the University, the rates being \$30.00 to \$62.50 per semester. These charges include light, heat, water, and janitor service. The cost of law books will average, through the three years, between fifteen and twenty dollars per semester.

SCHOLARSHIPS

A limited number of scholarships covering tuition and matriculation fees (approximately \$250.00) are available for graduates of approved American universities and colleges who are in need of such assistance. Applicants must have made excel-

lent records in their college work and must show **unusual promise of success in the study of law.**

These scholarships are awarded on a competitive basis. Applications therefor should be presented before the first of May to the Dean of the Law School, together with a transcript of college work and letters of recommendation from responsible school or other public officials, certifying to the character and fitness of the applicant.

Scholarships are, in addition, granted each year to the three students with the best scholastic records in the first and second year classes. Under this plan scholarships were awarded for 1931-32 to the following members of the first year class in 1930-31: W. B. McGuire, Jr., Bruce Mansfield, and W. C. Lassiter, and to the following members of the second year class in that year: Samuel F. Nicks, Jeter S. Ray, and Mitchell E. Ward.

AWARDS

Willis Smith Prize. Willis Smith, a member of the Raleigh Bar and Chairman of the Law School Committee of the Board of Trustees of Duke University, awards each year to that member of the graduating class of the Law School who has maintained the highest scholastic average during the entire three years of law school work, a prize consisting of a set of books selected personally by Mr. Smith each year for that purpose.

CONDUCT OF STUDENTS

The University expects of its students loyal and hearty co-operation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

STUDENT ORGANIZATIONS

The Duke Bar Association was established in the spring of 1931. It is composed of all the students of the Law School and is organized along the lines of the American Bar Association.

Its purpose is to introduce the student to the problems considered by the bar in professional organizations and to develop in the student feelings of professional consciousness and professional responsibility. Its activities are carried on by the students with the coöperation of Mr. H. C. Horack of the Law Faculty.

Chapters of several of the principal legal fraternities have been established in the Law School.

RECREATIONAL FACILITIES

Students of the Law School are entitled to the use of the University gymnasium, tennis courts, swimming pool and similar privileges without cost. The University is located several miles from the business district of Durham on wooded hills constituting part of the five thousand acre Duke Forest which is maintained by the University Department of Forestry. Within a short distance from the campus are facilities for golf, horseback riding, and woodland hiking. These activities are available the year round in the mild climate of the Piedmont section of North Carolina. In addition to concert programs, recitals, and lectures, motion pictures are shown in the campus auditorium twice a week.

Further information will be sent upon request to:

THE DEAN OF THE LAW SCHOOL
DUKE UNIVERSITY
Durham, North Carolina

VIII. STUDENTS

ENROLLMENT FOR 1931-1932

FIRST YEAR CLASS

Allen, R. T., Jr. B.A., Tusculum College, 1931.	Chapel Hill, N. C.
Angell, William Sheppard A.B., Knox College, 1931.	Hamilton, Illinois
Armfield, Joseph H., Jr. A.B., Duke University, 1931.	Greensboro, N. C.
Auten, Joseph L. A.B., Erskine College, 1931.	Huntersville, N. C.
Corbett, Kenneth Clay B.A., Central College, 1929.	Nevada, Missouri
Cotton, Albert Henry B.A., Duke University, 1930.	Durham, N. C.
Day, William A. Duke University, 1928-31.	Bradenton, Fla.
Eatmon, William G. Duke University, 1927-30.	Rocky Mount, N. C.
Finley, Robert C. A.B., Duke University, 1930.	Asheville, N. C.
Gabbert, John Gordon A.B., Occidental College, 1931.	Riverside, Cal.
Goodman, Louis Graduate, U. S. Naval Academy, 1922.	Durham, N. C.
Haworth, Byron A. A.B., Guilford College, 1928.	Burlington, N. C.
Heefner, E. S., Jr. A.B., Davidson College, 1930.	Winston-Salem, N. C.
Honeycutt, Alden P. A.B., Duke University, 1931.	Burnsville, N. C.
Marquis, Richard S. A.B., Westminster College, 1931.	New Castle, Pa.
Marshall, Alan A. A.B., University of North Carolina.	Wilmington, N. C.
Martin, William Southgate A.B., Duke University, 1931.	Wilmington, N. C.
Mason, William Alexander B.S., Davidson College, 1931.	Belmont, N. C.
Miller, Charles H. A.B., Duke University, 1928.	Salisbury, N. C.
Murphy, Charles S. A.B., Duke University, 1931.	Wallace, N. C.
Neese, Kermit L. A.B., Catawba College, 1930.	Burlington, N. C.

Perkins, Lila Cross Duke University, 1927-30.	Durham, N. C.
Perrow, M. G., Jr. A.B., Washington and Lee, 1930.	Lynchburg, Va.
Roberson, Paul D. Candidate for A.B., Duke University, 1932.	Robersonville, N. C.
Sanders, Paul H. A.B., Austin College, 1931.	Sherman, Texas
Seaks, Robert G. A.B., Gettysburg College, 1931.	Harrisburg, Pa.
Sington, Frederic William B.A., University of Alabama, 1931.	Birmingham, Ala.
Taylor, Jeta A.B., Hendrix-Henderson College, 1930.	Charleston, Ark.
Tucker, Lawrence A. B.A., Dartmouth, 1931.	Hampton Beach, N. H.
Upchurch, Walter M., Jr. A.B., Duke University, 1931.	Raleigh, N. C.
Vinson, Edward R. A.B., Emory University, 1931.	Byron, Ga.
Whitson, Joseph M. A.B., Birmingham-Southern College, 1931.	Birmingham, Ala.
Wilder, Stanley V. A.B., Wittenberg College, 1931.	Niles, Ohio
Wilson, Samuel Allen A.B., Presbyterian College, 1928.	Abbeville, S. C.

SECOND YEAR CLASS

Bost, E. T., Jr. Graduate, The Collegiate Institute, 1930.	Concord, N. C.
Carson, Crawford H. B.A., Hampden-Sydney College, 1930.	Appomattox, Va.
Coie, J. Paul B.A., Washington State College, 1930.	Pullman, Wash.
Gibbs, C. B. A.B., College of Charleston, 1930.	Charleston, S. C.
Glanz, Arthur Henry B.A., Beloit College, 1930.	Durham, N. C.
*Goodman, Arthur Portsmouth High School (Virginia).	Durham, N. C.
Hanes, John Chisman A.B., Duke University, 1930. Harvard Law School, 1930-31.	Pine Hall, N. C.
Herring, Norman B.S., University of Arizona, 1930. University of Arizona Law School, 1930-31.	Glendale, Arizona
Howland, W. F., Jr. A.B., Duke University, 1930.	Henderson, N. C.
Klein, Sylvan St. John's College, 1928-30.	Salem, New Jersey

* Special Student.

Knight, Alton J.	Durham, N. C.
A.B., Duke University, 1926.	
LaGrange, Richard L.	Franklin, Ind.
A.B., Franklin College, 1930.	
Lassiter, W. C.	Smithfield, N. C.
B.A., Duke University, 1930.	
Mansfield, Bruce	Canton, Ohio
A.B., Kenyon College, 1930.	
McGuire, W. B., Jr.	Franklin, N. C.
A.B., Davidson College, 1930.	
Myers, Elliott E.	Ironton, Ohio
A.B., Marshall College, 1930.	
Perkins, Ray	Concord, N. H.
A.B., Duke University, 1930.	
Reynolds, Rufus W.	Hemp, N. C.
A.B., Duke University, 1930.	
Seligson, Stanley L.	Raleigh, N. C.
B.S., University of North Carolina, 1929.	
Shawkey, Leonard	Huntington, W. Va.
A.B., Marshall College, 1930.	
Shull, J. Malcolm	Neva, Tenn.
A.B., Carson-Newman College, 1930.	
Thornton, Thomas Spruill	Winston-Salem, N. C.
A.B., Duke University, 1929.	
Winstead, S. G., Jr.	Roxboro, N. C.
A.B., University of North Carolina, 1930.	

THIRD YEAR CLASS

Burton, C. Vernon, Jr.	Norfolk, Va.
Duke University, 1928-30.	
Carruthers, Joseph T., Jr.	Greensboro, N. C.
A.B., Duke University, 1929.	
Davis, Lee F.	Waynesville, N. C.
Duke University, 1926-30.	
Horton, James Everett	Durham, N. C.
Duke University, 1927-29.	
Edwards, Mark	Asheville, N. C.
Duke University, 1927-29.	
Nail, Lonnie E.	Winston-Salem, N. C.
A.B., Duke University, 1927.	
Newton, Nathan B.	Greenville, S. C.
University of Virginia.	
Columbia University.	
Nicks, Samuel Freeman, Jr.	Roxboro, N. C.
A.B., Duke University, 1929.	
Ray, Jeter S.	Newport, Tenn.
A.B., University of Tennessee, 1930.	
Robbins, Henry H.	Cliffside, N. C.
Duke University, 1926-28.	
Lenoir Rhyne, 1928-29.	
University of Colorado Law School, first semester, 1931-32.	

Sanders, George W.	Asheville, N. C.
Duke University, 1926-30.	
Scott, C. G.	Durham, N. C.
A.B., Duke University, 1924.	
Simon, William A., Jr.	Wilmington, N. C.
Duke University, 1927-30.	
Swift, C. David	Greensboro, N. C.
Duke University, 1927-29.	
Ward, Mitchell E., Jr.	Jackson, Mississippi
B.A., Millsaps College, 1930.	
Wilson, J. Berkley	Indianola, Iowa
A.B., Simpson College, 1929.	

GRADUATE STUDENTS

Dean, Gordon Evans	Durham, N. C.
A.B., University of Redlands, 1927.	
J.D., University of Southern California, 1930.	
Everett, Henry Lawrence	Brevard, N. C.
LL.B., Boston University Law School, 1923.	
Van Ness, Stephen Austin	Bronxville, N. Y.
B.A., Vanderbilt University, 1912.	
LL.B., Vanderbilt University, 1912.	

INSTITUTIONS REPRESENTED

Austin College	Marshall College
Beloit College	Millsaps College
Birmingham-Southern College	Occidental College
Boston University	Presbyterian College
Carson-Newman College	Simpson College
Catawba College	St. John's College
Central College	The Collegiate Institute
College of Charleston	Tusculum College
Columbia University	University of Alabama
Dartmouth College	University of Arizona
Davidson College	University of North Carolina
Duke University	University of Redlands
Emory University	University of So. California
Erskine College	University of Tennessee
Franklin College	University of Virginia
Gettysburg College	United States Naval Academy
Guilford College	Vanderbilt University
Hampden-Sidney College	Washington and Lee University
Hendrix-Henderson College	Washington State College
Kenyon College	Westminster College
Knox College	Wittenberg College
Lenoir Rhyne College	Total, 43.

STATES REPRESENTED

Alabama, Arizona, Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, Washington, West Virginia. Total, 23.

GENERAL SUMMARY

First Year Class	34
Second Year Class	23
Third Year Class	16
Graduate Students	3
	—
Total Enrollment	76
Total Number of Institutions Represented	43
Total Number of States Represented	23

DEGREES AWARDED IN JUNE, 1931

BACHELOR OF LAWS

Billings, Robert Bruce Duke University, 1922-24.	Marshall, David Miller B.A., University of Wisconsin, 1928.
Borland, Andrew Hoyt A.B., Duke University, 1927.	Pearson, Robert Randolph Duke University, 1926-28.
Colonna, Shepherd Walter Duke University, 1925-26. Duke University, 1927-28.	Scurry, Claude Sparkman Duke University, 1926-28.
Ervin, Paul Revere A.B., Duke University, 1928.	Stoner, Paul Glenn The Collegiate Institute, 1924-26. Duke University, 1926-28.
Hester, Hanselle Lindsay A.B., Duke University, 1928.	Wyche, Brooks Parham Mars Hill Junior College, 1925-26. Duke University, 1925-28.
McDougle, Herbert Irwin A.B., Duke University, 1924.	

BULLETIN OF DUKE UNIVERSITY

VOL. 4

JUNE, 1932

No. 6

CATALOGUE NUMBER



1931-1932
ANNOUNCEMENTS FOR 1932-1933

PUBLISHED BY DUKE UNIVERSITY

IN JANUARY, FEBRUARY, MARCH, APRIL, MAY, AND JUNE

ENTERED AS SECOND CLASS MATTER MARCH 25, 1929, AT THE POST OFFICE AT DURHAM, N. C.

UNDER ACT OF AUGUST 24, 1912

ANNUAL CATALOGUES AND BULLETINS

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BULLETIN
OF
DUKE UNIVERSITY

CATALOGUE NUMBER



1931-1932

ANNOUNCEMENTS FOR 1932-1933

DURHAM, NORTH CAROLINA
1932

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UNIVERSITY CALENDAR

1932

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|---------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June | 13. | Monday—Registration of students for Summer School, first term. |
| June | 14. | Tuesday—Instruction begins for Summer School, first term. |
| July | 4. | Monday—Independence Day—A holiday. |
| July | 21-22. | Thursday, Friday—Final Examinations for Summer School, first term. |
| July | 22. | Friday—Registration of students for Summer School, second term. |
| July | 23. | Saturday—Instruction begins for Summer School, second term. |
| Aug. | 30-31. | Tuesday, Wednesday—Final Examinations for Summer School, second term. |
| Sept. | 15. | Thursday, 9 A.M.—Dormitories open to freshmen. |
| Sept. | 15. | Thursday, 7 P.M.—Assembly for all entering freshmen. Freshman orientation program begins. |
| Sept. | 17. | Saturday, 4 P.M.—First regular faculty meeting of the academic year. |
| Sept. | 19. | Monday, 5 P.M.—First regular meeting of the Freshman Faculty. |
| Sept. | 20. | Tuesday—Freshman instruction begins. |
| Sept. | 20. | Tuesday—Registration and matriculation of new students with advanced standing. |
| Sept. | 21. | Wednesday, 9 A.M.—Formal opening of college. Registration of matriculated students. |
| Sept. | 22. | Thursday—Instruction for sophomores, juniors, and seniors begins. |
| Sept. 22, 23, | 24. | Thursday, 9 A.M. to 1 P.M., 2:30 P.M. to 4 P.M., Friday, 9 A.M. to 1 P.M., 2:30 P.M. to 5 P.M., Saturday, 9 A.M. to 1 P.M.—Registration of graduate students. |
| Nov. | 11. | Friday—Armistice Day—Part holiday—Public exercises. |
| Nov. | 24. | Thursday—Thanksgiving Day—A holiday. |
| Dec. | 12. | Monday—Duke University Day—Not a holiday. |
| Dec. | 17. | Saturday, 1 P.M.—Christmas recess begins. |

1933

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|------|-----|---------------------------------------------------------|
| Jan. | 3. | Tuesday, 8:30 A.M.—Instruction is resumed. |
| Jan. | 21. | Saturday—Mid-year examinations begin. |
| Jan. | 31. | Tuesday—Last day for matriculation for second semester. |

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|-------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Feb. | 1. | Wednesday—Second semester begins. |
| Feb. | 1. | Wednesday—Last day for submitting subjects for graduating orations. |
| Feb. | 22. | Wednesday—A holiday—Civic celebration in honor of Washington's birthday. |
| Mar. | 30. | Thursday—Last day for submitting orations for Wiley Gray Contest. |
| April | 13. | Thursday, 4 P.M.—Easter recess begins. |
| April | 18. | Tuesday, 8:30 A.M.—Instruction is resumed. |
| April | 29. | Saturday—Last day for selection of courses for ensuing year. |
| May | 26. | Friday—Final examinations begin. |
| June | 4. | Sunday—President's address to graduating class. |
| June | 5. | Monday—Annual meeting of the Board of Trustees. |
| June | 5. | Monday—Annual meeting of the Alumni and Alumnae Councils. |
| June | 5. | Monday evening—Graduating orations. |
| June | 6. | Tuesday morning—Commencement sermon. |
| June | 6. | Tuesday—Alumni Day—Class Reunions.
Afternoon—Alumni Address—meeting of the Alumni Association.
Afternoon—Alumnae Address—meeting of the Alumnae Association. |
| June | 6. | Tuesday evening—Reception in honor of the graduating class. |
| June | 7. | Wednesday morning—Commencement address; graduating exercises. |
| June | 7. | Wednesday afternoon at sunset—Lowering of the Flag by the graduating class. |

1932

JANUARY	APRIL	JULY	OCTOBER
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FEBRUARY	MAY	AUGUST	NOVEMBER
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1933

JANUARY	APRIL	JULY	OCTOBER
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MARCH	JUNE	SEPTEMBER	DECEMBER
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Term Expires December 31, 1935

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P. H. HANES.....	Winston-Salem,	N. C.
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* Deceased.

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Term Expires December 31, 1937

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J. C. WOOTEN.....	Fayetteville,	N. C.
J. B. SHERRILL.....	Concord,	N. C.
JAMES A. BELL.....	Charlotte,	N. C.
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*H. M. NORTH.....	Raleigh,	N. C.

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* Deceased.

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* Deceased.

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Assistant to the Dean of the School of Law 5 Bickett Apartments

HOLTON, HOLLAND, A.B., J.D. <i>Director of the Summer School</i>	809 Watts Street
RUSSELL, ELBERT, A.B., A.M., Ph.D. <i>Dean of the School of Religion</i>	811 Vickers Avenue
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MAUGHAN, WILLIAM, B.S., M.F. <i>Assistant Director of the Duke Forest</i>	2307 Club Boulevard

STUDENT HEALTH AND WELFARE

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VOYLES, CARL, B.S. <i>Assistant Director of Physical Education</i>	314 W. Trinity Avenue
SPEED, JOSEPH ANDERSON, M.D. <i>Director of Student Health</i>	321 East Main Street
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RAMSEY, SARAH WRAY, R.N. <i>Resident Nurse</i>	East Campus
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LEFTWICH, GEORGE ELLETT <i>Director of the College Orchestras and Band</i>	512 Watts Street
WILSON, MARY GRACE, A.B. <i>Social Director of the Woman's College</i> <i>Head of Joseph G. Brown House</i>	Joseph G. Brown House
SEABOLT, LOUISE, A.B., A.M. <i>Assistant to the Dean of the Woman's College</i>	19 Ambassador Apartments
ANDERSON, ELIZABETH, AB., A.M. <i>Assistant to the Dean of the Woman's College</i> <i>Head of Bassett House</i>	Bassett House
KESTLER, MARY, A.B. <i>Head of Jarvis House</i>	Jarvis House

BUSINESS ADMINISTRATION

FLOWERS, ROBERT LEE, A.M., LL.D. <i>Secretary and Treasurer</i>	West Campus
MARKHAM, CHARLES BLACKWELL, A.B., A.M. <i>Assistant Treasurer</i>	204 Dillard Street
JORDAN, CHARLES EDWARD, A.B. <i>Assistant Secretary</i>	West Campus
WHITTED, WALTER LEWIS <i>Bookkeeper</i>	1204 College Road
DOOLEY, NELL, R.N. <i>Dietitian, the Union</i>	West Campus
HUNT, SAMUEL ROBERT <i>Superintendent of Buildings and Grounds</i>	817 Fourth Street
MARTIN, LILLY SLADE, MRS. <i>Supervisor of Dormitories</i>	819 Fourth Street
RICKS, RUTH HARRISS, MRS. <i>Dietitian, Southgate Hall</i>	East Campus
ROBERSON, HELEN, MRS. <i>Dietitian, the Union</i>	East Campus
SAWYER, OTIS, A.B. <i>Manager, the Duke University Stores</i>	Club Boulevard
THOMPSON, JAMES EDWARD <i>Manager, the Duke University Dining Halls</i>	Powe Apartments, Buchanan Road
TYREE, WILLIAM ALLEN, A.B. <i>Director in the Business Division</i>	610 Buchanan Road
WHITFORD, WILLIAM EDWARD, A.B. <i>Assistant Director in the Business Division</i>	Duke University

PUBLIC RELATIONS AND ALUMNI AFFAIRS

DWIRE, HENRY RUDOLPH, A.B., A.M. <i>Director of Public Relations and Alumni Affairs</i>	The Union, West Campus
ALDRIDGE, ELIZABETH, A.B. <i>Assistant Alumni Secretary</i>	East Campus
RIPPY, JAMES FRED, A.B., A.M., Ph.D. <i>Editor, the Duke University Press</i>	Forest Hills
SEEMAN, ERNEST <i>Manager, the Duke University Press</i>	111 West Seeman Street
WILKINSON, ALBERT ALEXANDER <i>Director, the News Service</i>	1113 Alabama Avenue

INSTRUCTIONAL STAFF

The date denotes the first year of service.

- ADAMS, DONALD KEITH, (1931) A.B., M.A., Ph.D.
Assistant Professor of Psychology 1017 Rose Hill Avenue
- ADDOMS, RUTH MARGERY, (1930) B.A., M.A., Ph.D.
Assistant Professor of Botany 214 Faculty Apartments, East Campus
- ALDRIDGE, FRED SOULE, (1922) A.B., A.M.
Assistant Professor of Mathematics East Campus
- ALYEA, EDWIN PASCAL, (1930) S.B., M.D. 1019 Markham Avenue
Assistant Professor of Urology
- *AMOSS, HAROLD LINDSAY, (1930) S.B., M.S., Dr.P.H., Sc.D., M.D.
Professor of Medicine Hope Valley
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Professor of Latin
- ANDERSON, WILLIAM BANKS, (1930) A.B., M.D. 6 Beverly Apartments
Instructor in Oto-Laryngology
- ARNOLD, DEAN MOXLEY, (1925) B.S., A.M. House 101, West Campus
Instructor in Mathematics
- BAKER, BESSIE (1930) B.S., R.N. Giles House
Dean of the School of Nursing and Professor of Nursing Education
- BAKER, ROGER DENIO, (1930) A.B., M.D. 2418 Club Boulevard
Instructor in Anatomy
- BALDWIN, ALICE MARY, (1923) A.B., A.M., Ph.D.
Associate Professor of History 308 Faculty Apartments, East Campus
- **BAUM, PAULL FRANKLIN, (1922) A.B., A.M., Ph.D.
Professor of English 103 Faculty Apartments, East Campus
- BERNHEIM, FREDERICK, (1930) A.B., Ph.D. University Drive
Assistant Professor of Physiology
- BERNHEIM, MARY CHRISTIAN LILAS, MRS., (1930) B.A., M.A., Ph.D.
Instructor in Biochemistry University Drive
- BIGELOW, LUCIUS AURELIUS, (1929) S.B., Ph.D. 909 Gregson Street
Assistant Professor of Chemistry
- BIRD, HAROLD CRUSIUS, (1926) Ph.B., C.E. 1306 Mangum Street
Professor of Civil Engineering

* On leave of absence, first semester, 1931-1932.

** On leave of absence, 1931-1932.

- BLACK, MARTIN LEE, JR., (1930) A.B., C.P.A. 11 Bickett Apartments
Instructor in Accounting
- BLACKBURN, WILLIAM MAXWELL, (1926) A.B., B.A.
Assistant Professor of English 1302 Vickers Avenue
- BLOMQUIST, HUGO LEANDER, (1920) B.S., Ph.D. 1305 B Street
Professor of Botany
- BOLICH, WILLIAM BRYAN, (1927) A.B., B.A., M.A., B.C.L.
Professor of Law 217 Faculty Apartments, East Campus
- BOYD, WILLIAM KENNETH, (1906) A.B., A.M., Ph.D.
Professor of History 7 Beverly Apartments
- BRADWAY, JOHN SAEGER, (1931) A.B., A.M., LL.B.
Professor of Law 101 Lamond Avenue
- *BRANSCOMB, BENNETT HARVIE, (1925) A.B., B.A., M.A., Ph.D.
Professor of New Testament Language and Literature Hope Valley
- BRIDGERS, FURMAN ANDERSON, (1926) A.B., A.M. 1104 Watts Street
Instructor in Romance Languages
- BROWN, FRANK CLYDE, (1909) A.B., A.M., Ph.D. 410 Buchanan Road
Professor of English
- BROWNELL, WILLIAM ARTHUR, (1930) A.B., A.M., Ph.D. Hope Valley
Professor of Educational Psychology
- BRUTON, PAUL WESLEY, (1932) A.B., LL.B., J.S.D.
Assistant Professor of Law
- BRYSON, THADDEUS DILLIARD, (1928). Hope Valley
Professor of Law
- CANNON, JAMES, III, (1919) A.B., A.M., Th.B., Th.M. Hope Valley
Ivey Professor of History of Religion and Missions
- CARLITZ, LEONARD, (1932) A.B., Ph.D.
Assistant Professor of Mathematics
- CARPENTER, DAVID WILLIAMS, (1929) A.B., M.A. 1208 Arnette Avenue
Instructor in Physics
- CARR, JOHN WINDER, JR., (1926) A.B., A.M., Ph.D. 602 Buchanan Road
Associate Professor of Education
- *CARROLL, EBER MALCOLM, (1923) A.B., A.M., Ph.D.
Associate Professor of History 209 Faculty Apartments, East Campus
- CARTER, BAYARD, (1931) A.B., M.D. Hope Valley
Professor of Obstetrics and Gynecology
- CAVERS, DAVID FARQUHAR, (1931) B.S., LL.B. 9 Bickett Apartments
Assistant Professor of Law
- CHILDS, BENJAMIN GUY, (1924) A.B., A.M. 604 Buchanan Road
Professor of Education

* On leave of absence, 1931-1932.

- CLARK, KENNETH WILLIS, (1931) A.B., B.D., Ph.D. Vance Apartments
Instructor in New Testament Language and Literature
- COLLINS, GYFFORD DAVIDSON, (1926) A.B., A.M. 2011 University Drive
Assistant Professor of Physics
- CONSTANT, FRANK WOODBRIDGE, (1930) B.S., Ph.D.
Assistant Professor of Physics 1011 Monmouth Avenue
- COSTING, HENRY J., (1932) B.S., Ph.D.
Instructor in Botany
- COTTON, WILLIAM JOSEPH HENRY, (1920) A.B., A.M., Ph.D.
Professor of Economics and Business Administration
1003 Trinity Avenue
- COWPER, FREDERICK AUGUSTUS GRANT, (1918) A.B., A.M., Ph.D.
Professor of Romance Languages 1017 Dacian Avenue
- CRANFORD, WILLIAM IVEY, (1891) A.B., Ph.D. 708 Buchanan Road
Carr Professor of Philosophy
- CRAVEN, ERLE BULLA, JR., (1930) A.B., M.D. 3111 Duke Hospital
Instructor in Pathology
- CRAVEN, LESLIE, (1932) A.B., J.D.
Professor of Law
- CRUM, MASON, (1930) A.B., Ph.D. 1308 College Road
Assistant Professor of Biblical Literature
- CUNNINGHAM, BERT, (1916) B.S., M.S., A.M., Ph.D. 1200 College Road
Professor of Biology
- DALE, JULIA, (1930) A.B., A.M., Ph.D. 300 Monmouth Avenue
Assistant Professor of Mathematics
- DANA, WILLIAM JAY, (1932) B.S., M.E.
Professor of Mechanical Engineering
- DAVISON, WILBURT CORNELL, (1927) A.B., B.A., B.Sc., M.A., M.D.
Dean of School of Medicine and Professor of Pediatrics
Hope Valley
- EADIE, GEORGE SHARP, (1930) B.A., M.A., M.B., Ph.D. Hope Valley
Professor of Physiology and Pharmacology
- EAGLE, WATT WEEMS, (1930) A.B., M.D. 1025 Monmouth Avenue
Assistant Professor of Oto-Laryngology
- EASLEY, HOWARD, (1930) A.B., M.A., Ph.D. P.O. Box 4714 Duke Station
Assistant Professor of Education
- EDWARDS, CHARLES WILLIAM, (1898), A.B., A.M., M.S.
Professor of Physics 406 Buchanan Road

- *ELLIOTT, WILLIAM WHITFIELD, (1925) B.A., M.A., Ph.D.
Professor of Mathematics Faculty Club, East Campus
- ELLWOOD, CHARLES ABRAM, (1930) Ph.B., Ph.D., LL.D. West Campus
Professor of Sociology
- FORBUS, WILEY DAVIS, (1930) A.B., M.D. Hope Valley
Professor of Pathology
- FREY, ALEXANDER HAMILTON, (1931) A.B., M.A., LL.B., J.S.D.
Visiting Professor of Law 1931-1932 Hope Valley
- FULLER, LON, (1931) A.B., J.D. 1011 Dacian Avenue
Professor of Law
- FULLER, WARNER, (1932) B.S., LL.B.
Assistant Professor of Law
- *GARBER, PAUL NEFF, (1924) A.B., A.M., Ph.D. West Campus
Professor of Church History
- GARDINER, ANN HENSHAW, (1930) R.N., B.S., M.S. Giles House
Assistant Professor of Nursing Education
- GARDNER, CLARENCE, JR., (1930) A.B., M.D. 1418 Duke Hospital
Instructor in Surgery
- GATES, ARTHUR MATHEWS, (1909) A.B., A.M., Ph.D.
Assistant Professor of Latin 1030 W. Trinity Avenue
- GILBERT, ALLAN, (1920), B.A., A.M., Ph.D. 516 Carolina Circle
Professor of English
- GILBERT, KATHERINE EVERETT, (1930) A.B., A.M., Ph.D.
Professor of Philosophy 516 Carolina Circle
- GLASSON, WILLIAM HENRY, (1902) Ph.B., Ph.D. 710 Buchanan Road
Professor of Political Economy and Social Science
- **GODBey, ALLEN HOWARD, (1926) A.B., Ph.D. Duke University
Professor of Old Testament
- *GOHDES, CLARENCE, (1930) A.B., A.M., Ph.D.
Associate Professor of English Faculty Club, East Campus
- GRAY, IRVING EMERY, (1930) B.S., M.S., Ph.D. 2409 Club Boulevard
Assistant Professor of Zoölogy
- GREENE, WALTER KIRKLAND, (1928) A.B., A.M., Ph.D. West Campus
Professor of English
- GROSS, PAUL MAGNUS, (1919) B.S., A.M., Ph.D. Hope Valley
William Howell Pegram Professor of Chemistry
- GROUT, JULIA, (1924) A.B., M.S. 104 Faculty Apartments
Director of Physical Education, Woman's College
- HALL, FRANK GREGORY, (1926) A.B., A.M., Ph.D. 1011 Dacian Avenue
Professor of Zoölogy
- HALL, WILLIAM HOLLAND, (1915) A.B., A.M., B.C.E., M.S.C.E.
Professor of Engineering Faculty Club, East Campus

* On leave of absence, second semester, 1931-1932.

** Service terminated Jan. 31, 1932.

- HAMBLÉN, EDWIN CROWELL, (1931) A.B., M.D. 418 Carolina Circle
Associate Professor of Obstetrics and Gynecology
- *HAMILTON, EARL JEFFERSON, (1927) B.S., A.M., Ph.D.
Professor of Economics 306 Faculty Apartments
- HANES, FREDERIC MOIR, (1931) A.B., A.M., M.D. Duke University
Associate Professor of Medicine
- HARGITT, GEORGE THOMAS, (1930) Ph.B., A.M., Ph.D.
Professor of Zoölogy 606 Buchanan Road
- HANSEN-PRÜSS, OSCAR CARL EDWARD, (1930) A.B., M.D.
Assistant Professor of Medicine 3 Surry Road, Hope Valley
- HARRISON, GLENN, (1931) A.B., M.D. Duke Hospital
Instructor in Pediatrics
- HART, DERYL, (1930) A.B., A.M., M.D. Washington Duke Hotel
Professor of Surgery
- HATLEY, CHARLES CLEVELAND, (1917) A.B., A.M., Ph.D.
Professor of Physics 708 Buchanan Road
- HAUSER, CHARLES ROY, (1929) B.S., M.S., Ph.D.
Instructor in Chemistry 2119 Club Boulevard
- HERRING, HERBERT JAMES, (1924) A.B., A.M.
Instructor in Public Speaking 8 Ambassador Apartments
- HETHERINGTON, DUNCAN CHARTERIS, (1930) A.B., Ph.D., M.D.
Associate Professor of Anatomy Duke Hospital
- HICKMAN, FRANKLIN SIMPSON, (1927) A.B., A.M., S.T.B., Ph.D.
Professor of Psychology of Religion 1308 College Road
- HICKSON, ARTHUR OWEN, (1929) A.B., A.M., Ph.D.
Assistant Professor of Mathematics 1511 West Pettigrew Street
- HOLLINSHEAD, WILLIAM HENRY, (1930) B.A., M.S.
Instructor in Anatomy 2309 Englewood Avenue
- HOLTON, HOLLAND, (1912) A.B., J.D. 809 Watts Street
Professor of the History and Science of Education
- *HOOVER, CALVIN BRYCE, (1925) A.B., Ph.D. 2413 Club Boulevard
Professor of Economics
- HOPKINS, DWIGHT LUCIAN, (1928) B.S., M.S., Ph.D.
Assistant Professor of Zoölogy 922 Demarius Street
- HORACK, HUGO CLAUDE, (1930) Ph.B., LL.B. West Campus
Professor of Law
- HUBBELL, JAY BROADUS, (1927) A.B., A.M., Ph.D. Pinecrest Road
Professor of English
- JENSEN, HOWARD, (1931) A.B., B.D., Ph.D. 411 Gregson Street
Professor of Sociology

* On leave of absence, 1932-1933.

- JOHNSTON, CHRISTOPHER, (1930) A.B., M.D. West Campus
Assistant Professor of Medicine
- JORDAN, ARCHIBALD CURRIE, (1925) A.B., A.M.
Assistant Professor of English Faculty Club, East Campus
- JORDAN, BRADY RIMBEY, (1927) Litt.B., Ph.D. Pinecrest Road
Professor of Romance Languages
- KORSTIAN, CLARENCE FERDINAND, (1930) B.S.F., M.F., M.A., Ph.D.
Professor of Silviculture 2407 Club Blvd.
- KRUMMEL, CHARLES ALBERT, (1922) Ph.B., Ph.M., Ph.D.
Professor of German 2118 Englewood Avenue
- LANDON, CHARLES EDWARD, (1926) A.B., A.M., Ph.D. 1214 6th Street
Assistant Professor of Economics and Economic Geography
- LANNING, JOHN TATE, (1928) A.B., A.M., Ph.D. West Campus
Instructor in History
- LAPRADE, WILLIAM THOMAS, (1909) A.B., Ph.D.
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- LUNDEBERG, OLAV, (1931) A.B., A.M., Ph.D. 204 Markham Avenue
Associate Professor of Romance Languages
- LUNDHOLM, HELGE, (1930) Ph.D. 1118 N. Duke Street
Associate Professor of Psychology
- MACKAY, DOROTHY LOUISE, (1930) A.B., M.A., Docteur de
 L'Université de Paris 114 Faculty Apartments, East Campus
Assistant Professor of History
- MACKLER, HYMAN, (1930) A.B., A.M. Duke University
Instructor in Physiology and Pharmacology
- MAGGS, DOUGLAS BLOUNT, (1930) A.B., J.D., S.J.D.
Professor of Law 1026 Gloria Avenue
- MANCHESTER, ALAN KREBS, (1929) A.B., A.M., Ph.D.
Instructor in History 101 Faculty Apartments, East Campus
- MARTIN, ELSIE WILSON, MRS., (1930) A.B., M.S.
Professor of Dietetics Faculty Apartments, East Campus
- MATHEWS, RALPH THOMPSON, (1930) B.S.
Instructor in Mechanical Engineering
 216 Faculty Apartments, East Campus
- MAUGHAN, WILLIAM, (1931) B.S., M.F. 2307 Club Boulevard
Assistant Professor of Forestry
- McBRYDE, ANGUS, (1931) A.B., M.D. Duke Hospital
Instructor in Pediatrics
- McCLOY, SHELBY THOMAS, (1927) A.B., M.A., B.A., B.Litt.
Instructor in History 909 Gregson Street

- McCREA, FOREST, (1930) M.S., Ph.D. 1010 Monmouth Avenue
Associate Professor of Physiology
- McDERMOTT, MALCOLM, (1930) A.B., LL.B. East Campus
Professor of Law
- McDOUGALL, WILLIAM, (1927) B.A., M.A., M.B., D.Sc., Litt.D.
Professor of Psychology 3 Manchester Apartments
- MILES, EDWARD ROY CECIL, (1929) B.S., M.A., Ph.D.
Assistant Professor of Mathematics
118 Faculty Apartments, East Campus
- MILLER, JUSTIN, (1930) A.B., LL.B., J.D. West Campus
Professor of Law
- MITCHELL, FRANK KIRBY, (1926) A.B., A.M. 1008 W. Trinity Avenue
Associate Professor of English
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Instructor in Physics
- MYERS, HIRAM EARL, (1926) A.B., S.T.B., S.T.M. 203 Watts Street
Professor of Biblical Literature
- NELSON, ERNEST WILLIAM, (1926) A.B., A.M., Ph.D.
Assistant Professor of History 2032 Club Boulevard
- NICHOL, ARCHIBALD JAMIESON, (1930) A.B., M.A., Ph.D.
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- NIELSEN, WALTER MCKINLEY, (1925) B.S., Ph.D.
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- ORMOND, JESSE MARVIN, (1923), A.B., B.D. 301 Watts Street
Professor of Practical Theology
- OSBORNE, GEORGE EDWARD, (1931) A.B., LL.B., S.J.D.
Visiting Professor of Law 1931-1932 111 Briarcliff Road
- PATTERSON, KARL BACHMAN, (1920), A.B., A.M.
Assistant Professor of Mathematics 1024 Monmouth Avenue
- PATTON, LEWIS, (1926) A.B. 303 Faculty Apartments, East Campus
Assistant Professor of English
- PEARSE, ARTHUR SPERRY, (1926) B.S., A.M., Ph.D. Hope Valley
Professor of Zoölogy
- PEPPLER, CHARLES WILLIAM, (1912) A.B., Ph.D. 406 Buchanan Road
Professor of Greek
- PERLZWEIG, WILLIAM, (1930) B.S., A.M., Ph.D. Hope Valley
Professor of Biochemistry
- PERRY, H. S., (1932) B.S., Ph.D.
Instructor in Botany
- PERSONS, ELBERT LAPLEY, (1930) A.B., M.D. 3107 Duke Hospital
Instructor in Medicine

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Assistant Professor of Psychology
- RIPPY, JAMES FRED, (1926) A.B., A.M., Ph.D. Forest Hills
Professor of History
- ROBERTS, CHRISTOPHER, (1929) B.S., A.M., Ph.D.
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 116 Faculty Apartments, East Campus
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- ROSBOROUGH, RUSKIN RAYMOND, (1925) A.B., A.M., Ph.D., Docteur en
 philologie Classique, Louvain.
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Assistant Professor of Medicine
- RUSSELL, ELBERT, (1926) A.B., A.M., Ph.D. 811 Vickers Avenue
Professor of Biblical Interpretation
- SAYLOR, JOHN HENRY, (1928) A.B., A.M., Ph.D. 1604 B Street
Instructor in Chemistry
- SCHEALER, SAMUEL RAYMOND, (1927) E.E., M.S. Hope Valley
Professor of Electrical Engineering
- SEELEY, WALTER JAMES, (1925) E.E., M.S. 1007 Urban Avenue
Professor of Electrical Engineering
- SHANDS, ALFRED RIVES, JR., (1930) B.A., M.D. 1008 Green Street
Assistant Professor of Orthopedics
- SHEARS, LAMBERT ARMOUR, (1927) A.B., A.M., Ph.D.
Instructor in German 917 Green Street

- SHIELDS, JOHN HERMAN, (1926) A.B., A.M.
Assistant Professor of Accounting Faculty Club, East Campus
- *SHRYOCK, RICHARD HARRISON, (1925) B.S., Ph.D.
Professor of History 1019 W. Trinity Avenue
- SMITH, DAVID TILLMAN, (1930) A.B., M.D. 206 Swift Avenue
Associate Professor of Medicine
- SMITH, HILRIE SHELTON, (1931) A.B., Ph.D., D.D.
Professor of Religious Education 2415 Club Boulevard
- SMITH, SUSAN GOWER, MRS. (1930) A.B., M.A. 206 Swift Avenue
Instructor in Biochemistry
- SPEARS, MARSHALL TURNER, (1927) A.B., A.M. 501 Watts Street
Lecturer in Law
- SPENCE, BESSIE WHITTED, MRS. (1929) A.B., A.M., B.D. Hope Valley
Instructor in Biblical Literature
- SPENCE, HERSEY EVERETT, (1918) A.B., A.M., B.D. Hope Valley
Professor of Biblical Literature and Religious Education
- SPENGLER, JOSEPH, (1932) A.B., A.M., Ph.D.
Associate Professor of Economics
- STANBURY, WALTER ALBERT, (1929) A.B., D.D.
Professor of Practical Theology 516 West Chapel Hill Street
- SWETT, FRANCIS HUNTINGTON, (1930) A.B., M.A., Ph.D. Hope Valley
Professor of Anatomy
- TAYLOR, HAYWOOD, (1930) B.S., M.S., Ph.D. University Drive
Assistant Professor of Biochemistry
- THOMAS, JOSEPH MILLER, (1930) A.B., Ph.D.
Assistant Professor of Mathematics House G, 107 West Campus
- TOWE, WILLIAM THOMPSON, (1924) A.B. 624 Club Boulevard
Assistant Professor of Business Law
- VANCE, MARY HENDREN, MRS., (1926) A.B., A.M.
Assistant Professor of English 305 Faculty Apartments, East Campus
- *VOLLMER, CLEMENT, (1926) A.B., A.M., Ph.D. West Campus
Professor of German
- VOSBURGH, WARREN CHASE, (1928) B.S., M.S., Ph.D.
Associate Professor of Chemistry 2319 Englewood Avenue
- VOYLES, CARL, (1931) B.S. 314 W. Trinity Avenue
Assistant Director of Physical Education
- WADE, WALLACE, (1931) A.B. 402 Buchanan Road
Director of Physical Education

* On leave of absence, 1932-1933.

- WALKER, THOMAS TIPTON, (1931) B.S., M.S., M.D.
Instructor in Pathology 619 Franklin Street, Chapel Hill,
 North Carolina
- WALTON, LORING BAKER, (1929) Lic. ès L. 2411 Club Boulevard
Assistant Professor of Romance Languages
- WANNAMAKER, WILLIAM HANE, (1904) A.B., A.M., Litt.D.
Professor of German West Campus
- WAY, VERNON ELGIN, (1930) A.B., A.M., M.A.
Assistant Professor of Greek 1008 Monmouth Avenue
- WEST, ALBERT MICAIAH, (1903) A.B., A.M. 1017 Trinity Avenue
Professor of Romance Languages
- WEST, ALFRED THURBER, (1930) B.S.
Instructor in English 202 Faculty Apartments, East Campus
- WHITE, MARIE ANNE, MRS., (1930) A.B., A.M. Hope Valley
Instructor in English
- WHITE, NEWMAN IVEY, (1919) A.B., A.M., Ph.D. Hope Valley
Professor of English
- WIDGERY, ALBAN GREGORY, (1930) B.A., M.A. Pinecrest Road
Professor of Philosophy
- WILSON, FREDERICK ELIPHAZ, (1923) A.B., A.M. 1004 Urban Avenue
Assistant Professor of German
- *WILSON, ROBERT NORTH, (1910) A.B., M.S. 822 Third Street
Professor of Chemistry
- **WILSON, ROBERT RENBERT, (1925) A.B., A.M., Ph.D.
Professor of Political Science Duke University
- WOLF, FREDERICK ADOLPHUS, (1927) A.B., A.M., Ph.D.
Professor of Botany 807 Second Street
- WOODY, ROBERT HILLIARD, (1929) Ph.B., A.M., Ph.D.
Instructor in History 1008 Forestwood Drive
- YOUNG, EDWARD HUDSON, (1923) A.B., A.M. 13 Beverly Apartments
Assistant Professor of Romance Languages
- ZENER, KARL EDWARD, (1928) A.B., A.M., Ph.D. Nation Avenue
Assistant Professor of Psychology

INSTRUCTIONAL STAFF WITHOUT SEAT IN THE GENERAL FACULTY

- ANDERSON, CHARLES ROBERTS, (1930) A.B., A.M.
Instructor in English Faculty Club, East Campus
- ANDERSON, EWING, (1932) A.B., A.M. Duke University
Instructor in English

* On leave of absence, second semester, 1931-1932.

** On leave of absence, 1931-1932.

- BAKER, ELEANOR USSHER, (1930) A.B. Duke Hospital
Instructor in English in School of Nursing
- BATCHELDER, MARION FRANCES, (1930) R.N. Duke Hospital
Instructor in Nursing Administration and Supervision
- BEAN, RUTH, (1930) R.N. Giles House
Instructor in Nursing Administration and Supervision
- BERGHAUSER, ALBERT, (1932) A.B. 708 Buchanan Road
Instructor (part time) in German
- BROWN, FRANCES, (1931) A.B., Ph.D. Bassett House
Instructor in Chemistry
- CLARK, ROBERT T., JR., (1932) A.B., A.M., Ph.D.
Instructor in German
- CREAGER, DON BAKER, (1930) B.S., M.S. 916 Green Street
Instructor in Botany
- DAVIS, GIFFORD, (1930) A.B., A.M. Faculty Apartments, East Campus
Instructor in Romance Languages
- DRESSEL, FRANCIS GEORGE, (1929) B.S., M.S. House O, 209 Kilgo Quadrangle
Instructor in Mathematics
- EPPERSON, JEFFE HARRISON, (1930) B.S. 1202 Mangum Street
Instructor in Preventive Medicine and Public Health
- GATLIN, ROBERT HENRY, (1931) B.S. in Civil Engineering 310 Holloway Street
Instructor in Engineering
- GODARD, JAMES MCFATE, (1932) A.B., A.M.
Instructor in Education
- GRANT, LOUISE, (1930) R.N. Giles House
Instructor in Nursing Administration and Supervision
- GREENWOOD, JOSEPH, (1930) A.B., A.M. 6 Bickett Apartments
Instructor in Mathematics
- GREGORY, GEORGE MACKENDRICK, (1927) A.B., A.M., Ph.D. 3 Trinity Apartments
Instructor in English
- HALL, LOUISE, (1931) B.A., S.B. in Architecture, Brevet d' Art, de la Sorbonne 1107 Minerva Avenue
Instructor in Fine Arts
- HILL, DOUGLAS, (1931) A.B., M.A. Ph.D. 909 Gregson Street
Instructor in Chemistry
- HOFFMAN, GEORGE, (1931) A.B., A.M. 202 Erwin Apartments
Instructor in English
- JANNEY, EMILY, (1931) R.N. Duke Hospital
Instructor in Nursing Administration and Supervision
- JENKINS, WILBERT ARMONDE, (1931) A.B., A.M. 1006 Shepherd Street
Instructor in Botany

- KEECH, JAMES MAYNARD, (1931) A.B., A.M. 406 Buchanan Road
Instructor in Economics
- KETCHUM, MARSHALL DANA, (1931) B.S., M.S. 903 Sixth Street
Instructor in Economics
- KIEFER, FELIX, (1931) Ph.D. 1700 Lakewood Avenue
Lecturer in Chemistry
- KRAMER, PAUL, (1931) A.B., M.Sc., Ph.D. 1004 Shepherd Street
Instructor in Botany
- LAWLOR, NANCY LINDSAY, MRS., (1930) R.N. Giles House
Instructor in Nursing Administration and Supervision
- LAXTON, AUGUSTA, (1930) R.N. Giles House
Instructor in Nursing Administration and Supervision
- LEMERT, BEN FRANKLIN, (1930) B.S.E., M.A. 15 Ambassador Apartments
Instructor in Economic Geography
- MABRY, WILIAM ALEXANDER, (1930) A.B., A.M. West Campus
Instructor in History
- MAXWELL, WILLIAM CARY, (1930) A.B., A.M. House O, 306 Kilgo Quadrangle
Instructor in German
- MCCUTCHEON, ERNEST PARRISH, (1930) D.D.S. Beverly Apartments
Instructor in Dentistry
- MCDONALD, RALPH WALDO, (1932) A.B., A.M.
Instructor in Education
- MC EWEN, NOBLE RALPH, (1931) A.B., A.M. 1017 Gloria Avenue
Instructor in Education
- NELSON, HULDA GERTRUDE, (1930) R.N. Duke Hospital
Instructor in Nursing Administration and Supervision
- PACE, DONALD METCALF, (1930) B.S., M.A. Duke Hospital
Instructor in Biology
- PFANKUCHEN, LLEWELLYN ERNEST, (1931) B.A., A.M., Ph.D. 1007 West Trinity Avenue
Instructor in Political Science
- PARKS, TAYLOR, (1930) A.B., M.A., Ph.D. 6 Ambassador Apartments
Instructor in History
- POWERS, OSCAR, (1930) A.B. House P, 303
Instructor (Part time) in Latin
- QUYNN, WILLIAM ROGERS, (1930) B.A., M.A. 507 Watts Street
Instructor in French
- RAYMOND, LOIS, (1932) A.B., M.A. 504 Watts Street
Instructor in French
- SIMPSON, WILLIAM HAYS, (1930) A.B., A.M. 805 Watts Street
Instructor in Political Science
- SMITH, ROBERT SIDNEY, (1932) A.B., A.M., Ph.D.
Instructor in Economics

- SMITH, RUTH SLACK, MRS., (1927) A.B., A.M.
Instructor in Education 115 Faculty Apartments, East Campus
- STOKES, RUTH, (1931) A.B., A.M., Ph.D. 1115 Pettigrew Street
Instructor in Mathematics
- SUGDEN, HERBERT WILFRID, (1929) A.B., A.M.
Instructor in English 201 Faculty Apartments, East Campus
- TRUESDALE, JAMES NARDIN, (1930) A.B., A.M. House O, 306
Instructor (Part time) in Greek
- WAHRENBROCK, HOWARD EGGER, (1931) A.B., J.D.
Instructor in Law 12 Bickett Apartments
- WARD, CHARLES EUGENE, (1927) A.B., A.M. Nation Avenue
Instructor in English
- WILLIAMS, HAROLD FISH, (1930) B.S. House P, 101
Instructor in Botany

VISITING LECTURERS, 1931-1932

- ALLAN, WILLIAM, A.B., M.D.
Visiting Lecturer in Medicine
- ANDERSON, ALBERT, A.B., A.M., M.D.
Visiting Lecturer in Psychiatry
- ANDERSON, PAUL VERNON, A.B., A.M., M.D.
Visiting Lecturer in Psychiatry
- BRENIZER, ADDISON GORGAS, A.B., M.D.
Visiting Lecturer in Surgery
- BURRUS, JOHN TILDEN, (1932) M.D.
Visiting Lecturer in Surgery
- CROWELL, ANDREW JOHNSON, D.Sc., M.D.
Visiting Lecturer in Urology
- HICKS, VONNIE MONROE, M.D.
Visiting Lecturer in Ophthalmology
- MACNIDER, WILLIAM DE BERNIERE, M.D.
Visiting Lecturer in Pharmacology
- MCCAIN, PAUL PRESSLEY, A.B., M.D.
Visiting Lecturer in Medicine
- MILLER, OSCAR LEE, M.D.
Visiting Lecturer in Orthopedics
- PARROTT, JAMES, (1932) M.D.
Visiting Lecturer in Preventive Medicine and Public Health
- RANKIN, WATSON SMITH, M.D., D.Sc.
Visiting Lecturer in Preventive Medicine and Public Health

ROYSTER, HUBERT ASHLEY, A.B., M.D.

Visiting Lecturer in Surgery

SHORE, CLARENCE ALBERT, S.B., M.S., M.D.

Visiting Lecturer in Preventive Medicine and Public Health

TROUT, HUGH HENRY, (1932) A.D., M.D.

Visiting Lecturer in Surgery

WILLIS, CHARLES BYRD, M.D.

Visiting Lecturer in Surgery

UNIVERSITY FELLOWS

Alexander, Thomas Robert	Economics	309 House P
A.B., Davidson College; B.D., Union Seminary; A.M., Duke University		

Allen, Robert Ivey	Physics	1007 Lamond Avenue
B.S., M.S., University of Georgia		

Burch, James Charlie Horton	English	316 North Elizabeth Street
A.B., A.M., Duke University		

Carroll, Zoe Wells	Zoölogy	1109 Minerva Avenue
A.B., University of Tennessee; A.M., Duke University		

*Chesley, Leon Carey	Zoölogy	2102 Erwin Road
A.B., Susquehanna University		

Cutter, Walter Airey	Philosophy	203 House P
A.B., Central College; A.M., B.D. Duke University		

deBruyne, Jacob M. A.	Chemistry	1023 Monmouth Avenue
A.B., A.M., Duke University		

Delaplane, Walter Harold	Economics	307 House O
A.B., A.M., Oberlin College		

Dreyer, Edward Peter	English	110 House C
B.S., A.M., Tulane University		

George, Robert Wilfred	Psychology	Chapel Hill Road
A.B., Geneva College; A.M., Columbia University		

Gillaspie, Athey Graves	Chemistry	1200 College Road
B.S., Lynchburg College; A.M., Duke University		

Griffin, Mabel Jeannette	Mathematics	1211 Carolina Avenue
A.B., A.M., Duke University		

Hooker, Charles Wright	Zoölogy	930 Markham Avenue
A.B., Duke University		

Jarrell, Hampton McNeely	English	11 Vance Apartments
A.B., University of Georgia; A.M., Harvard University		

* Resigned, Feb. 1, 1932.

Jernigan, Charlton Coney	Greek	202 House O
A.B., A.M., Duke University		
Longstreet, Rubert James	Education	108 House P
B.S., A.M., LL.B., John B. Stetson University		
McAdams, Laura Jean	Latin	215 Bassett
A.B., Erskine College; A.M., University of South Carolina		
Marshall, Helen Edith	History	207 Bassett
A.B., College of Emporia; A.M., University of Chicago		
Mitchell, Nicholas Pendleton, Jr.	Political Science	Box 4692
A.B., A.M., University of Texas		
Duke Station		
Porterfield, Austin Larimore	Sociology	509 Carlton Avenue
A.B., Oklahoma City University; A.M., Drake University; B.D., Phillips University		
Poteat, Mary	English	322 Jarvis
A.B., North Carolina College for Women; A.M., Columbia University		
Priepke, Rudolf Julius	Chemistry	901 Fifth Street
B.S., Elmhurst College; A.M., Duke University		
Pyron, Joseph Hicks	Botany	106 House O
A.B., M.S., University of Georgia		
Riley, Charles Leigh	History	124 Basnight Lane,
A.B., A.M., Washington and Lee University		
Chapel Hill, N. C.		
Tipton, Samuel Ridley	Zoölogy	1017 Gloria Avenue
A.B., Mercer University		
Wallace, Elbert Stephen	Economics	1505 University Road
A.B., Birmingham-Southern College; A.M., Duke University		
Wright, Herbert Fletcher	Psychology	1005 Demerius
A.B., Nebraska Wesleyan University; A.M., University of Cincinnati		

INDUSTRIAL RESEARCH FELLOWS

(Liggett and Myers Foundation)

Braithwaite, Leslie Victor	Chemistry	2611 Chapel Hill Road
B.S., A.M., Ph.D., Columbia University		
Darkis, Frederick Randolph	Chemistry	2114 Club Boulevard
B.S., M.S., Ph.D., University of Maryland		
Kiefer, Felix	Chemistry	1700 Lakewood Avenue
Ph.D., University of Erlangen		
McLean, Ruth	Chemistry	1013 Monmouth Avenue
A.B., N. C. C. W.		
Hobbs, Marcus	Chemistry	301 House EE
Miller, William	Chemistry	106 House G

Shankle, Herbert Lazelle	Chemistry	206 House P
A.B., Duke University		
Sigmon, Hugh William	Chemistry	009 House V
B.S., M.S., North Carolina State College		
Womack, John Gamble	Chemistry	308 House F
A.B., A.M., Duke University		

GRADUATE ASSISTANTS

†Ader, Olin Blair	Mathematics	05 House P
A.B., A.M., Duke University		
Anderson, Lewis Edward	Botany	2102 Erwin Road
B.S., Mississippi A. and M. College		
Balch, Clifford Perry	History	210 House P
A.B., Franklin and Marshall College		
Bookhout, Cazlyn Green	Zoölogy	110 House O
A.B., St. Stephen's College; A.M., Syracuse University		
Bradbury, Hester Ann	Zoölogy	321 Jarvis
B.S., Simmons College		
Brannon, Clarence Ham	Zoölogy	State College Station, Raleigh, N. C.
B.S., Mississippi A. and M. College; M.S., North Carolina State College		
*Bullock, Robert Cogdell	Mathematics	300 Monmouth Avenue
B.S., Delta State Teachers College; A.M., University of Kentucky		
Buren, Roy Edward	Sociology	302 House P
A.B., State Teachers College, Missouri; A.M., University of Missouri		
Butts, Helen Elizabeth	Zoölogy	110 Bassett
A.B., A.M., Brown University		
Clarke, Sara Elizabeth	French	818 Sixth Street
A.B., Duke University		
Cook, Louis Bertram	Chemistry	301 House A
B.S., Brown University		
Cunningim, Merriman	English	201 House O
A.B., Vanderbilt University		
DeJong, David Cornell	English	210 House J
A.B., Calvin College		
Dickerson, Robert Turpin	Chemistry	407 House D
A.B., Duke University		
Doxey, John Elwood	French	403½ Gregson Street
A.B., Duke University		

† Appointed Feb. 1, 1932.

* Resigned, Feb. 1, 1932.

Fry, Glenn Ansel	Psychology	Erwin Road
A.B., Davidson College; A.M., Duke University		
Goldstein, Israel Payson	English	909 Gregson Street
A.B., Lehigh University		
Guy, Walter Carlisle	Physics	821 Second Street
A.B., Wofford College		
Hanson, Isabel	Physics	211 Bassett
B.S., M.S., University of Georgia		
Hardin, Rector Roemilt	Economics	411 Cook Street
A.B., Berea College		
Harris, Isabella Deas	English	216 Bassett
A.B., Wesleyan College		
Harrison, David Moody	Economics	1505 Duke University Road
B.S., Ursinus College		
Harvey, Harlow Williamson, Jr.	Botany	106 House O
B.S., University of Georgia		
Haus, George Joseph	Chemistry	02 House P
B.S., William and Mary College; A.M., Duke University		
*Hocutt, Edgar Jerome	English	403½ N. Gregson Street
A.B., Duke University		
Hodges, Wiley Edward	Political Science	212 House P
A.B., Roanoke College; A.M., Duke University		
Hoole, William Stanley	English	106 House P
A.B., A.M., Wofford College		
Irons, George Vernon	History	307 House P
A.B., A.M., University of Alabama		
†Jackson, David Kelly, Jr.	English	205 House A
A.B., A.M., Duke		
Johnston, Thomas McNaughton	English	110 House G
B.S., Washington and Jefferson College; A.M., Tulane University		
Latham, Dennis Harold	Botany	101 House P
B.S., North Carolina State College		
Lee, Donald Woodward	English	Box 4649 Duke
A.B., Pennsylvania State College		
Lowance, Franklin Elta	Physics	718 Vickers Avenue
B.S., Roanoke College; A.M., Duke University		
Lowry, John Milton	Economics	107 House O
A.B., Elon College		
McCulloch, Thomas Logan	Psychology	2102 Erwin Road
A.B., A.M., Duke University		

* Resigned, Feb. 1, 1932.

McDavid, Raven Ioor, Jr. A.B., Furman University	English	304 House P
Mann, Donald Ray A.B., University of Richmond	Zoölogy	2102 Erwin Road
Merriman, Paul Homer B.S., University of the South	Physics	1506 Chapel Hill Street
Metler, Alvin Velbert B.S., Adrian College; A.M., Duke University	Chemistry	106 House C
Munson, Sam Clark B.S., M.S., Mississippi A. & M. College	Zoölogy	2102 Erwin Road
Newland, Lee Max B.S., Butler University	Economics	208 House P
Nolan, Louis Clinton Ph.B., Emory University	History	1920 Chapel Hill Boulevard
Nuermberger, Gustave Adolph A.B., University of Buffalo	History	107 House O
Pearson, John Herbert B.S., Brown University	Chemistry	108 House A
Peterson, Harold Fern A.B., Knox College; A.M., University of Minnesota	History	209 House O
Price, Guy Vaughn A.B., William Jewell College; A.M., University of Chicago	Sociology	2401 Club Boulevard
Pullias, Earl Vivon A.B., Cumberland University; A.M., University of Chicago	Education	1011 Lamond Avenue
Rice, Nolan Ernest A.B., University of Kentucky	Zoölogy	2102 Erwin Road
Robertson, Lora Lee B.S., University of Kentucky	Botany	106 Bassett
Schuppan, Irma Margaret A.B., Rice Institute	Mathematics	112 Bassett
Smith, Newell Hart A.B., Park College; A.M., University of Virginia	Physics	1506 Duke University Road
Shockley, Martin Staples A.B., University of Richmond	English	
Stanbury, Walter Albert, Jr. A.B., Duke University	English	516 West Chapel Hill Street
Tarbutton, Grady B.S., Millsaps College; M.S., University of Iowa	Chemistry	108 House A
†Taylor, Robert King, Jr. B.S., Furman University	Zoölogy	107 House O

† Appointed Feb. 1, 1932.

GRADUATE SCHOLARS

* Resigned, Feb. 1, 1932.
§ For the second semester, 1931-32.

§ For the second semester, 1931-32.

Morgan, Karl Ziegler	Physics	1506 Chapel Hill Street
A.B., A.M., University of North Carolina		
Munyan, Merrill Calvin	History	307 House O
A.B., Wesleyan University		
Rowe, Frances Eleanor	History	219 Bassett
A.B., Duke University		
Sledd, Warren Candler	Latin	01 House M
A.B., Emory University; A.M., Duke University		
*Stalvey, James Benjamin	History	901 Fifth Street
A.B., A.M., Duke University		

ASSISTANTS

BAKER, WALTER WARNER, (1930) B.S., A.B., M.D.	
<i>Assistant in Surgery</i>	3106 Duke Hospital
BRYSON, EDWARD CONSTANT, (1931)	Hope Valley
<i>Assistant in the Legal Aid Clinic</i>	
CALDER, ROYALL, (1930) A.B., M.D.	3110 Duke Hospital
<i>Assistant in Medicine</i>	
CEKADA, EMIL BOGOMIR, (1930) S.B., D.Sc., M.D.	
<i>Assistant in Medicine</i>	3112 Duke Hospital
COILE, THEODORE STANLEY, (1932)	1008 Minerva Avenue
<i>Assistant in Forestry</i>	
GARRARD, ANNIE, A.B., A.M.	1023 Gloria Avenue
<i>Assistant in Education</i>	
JONES, EUNICE, (1931) A.B.	805 Broad Street
<i>Assistant in Education</i>	
JONES, ROBERT RANDOLPH, JR., (1930) A.B., M.D.	
<i>Assistant in Surgery</i>	4117 Duke Hospital
LAWTON, ANNE, (1931) A.B., M.D.	Duke Hospital
<i>Assistant in Pediatrics</i>	
MASON, MARY LOCHER, MRS., (1931)	Roxboro Road
Diploma in Fine Arts, Teachers College, Columbia	
<i>Assistant in Education</i>	
MASON, MORTON, (1931) B.S.	7 Bickett Apartments
<i>Assistant in Biochemistry</i>	
MATHEWS, EUGENE, (1931) A.B., M.D.	Duke Hospital
<i>Assistant in Oto-Laryngology</i>	
MAYER, WALTER BREM, (1931) B.A., M.D.	
<i>Assistant in Medicine</i>	10 Bickett Apartments

* For the first semester, 1931-32.

MERRITT, ETHEL LOUISE, (1930) A.B. <i>Assistant in Biochemistry</i>	Duke Hospital
OATES, MAX OGLESBEE, (1930) A.B., M.D. <i>Assistant in Pathology</i>	3103 Duke Hospital
PAWEK, HUGO JOHN, (1931) B.S. <i>Assistant in Forestry</i>	1008 Minerva Avenue
POSTON, MARY ALVERTA, (1930) <i>Assistant in Bacteriology</i>	Duke Hospital
RIGDON, RAYMOND HARRISON, (1931) M.D. <i>Assistant and Interne in Pathology</i>	Duke University
SMITH, ELOISE, (1930) B.A., M.A., M.D. <i>Assistant in Medicine</i>	4027 Duke Hospital
TWADDELL, VERA CARR, MRS., (1931) A.B. <i>Assistant in Education</i>	707 S. Duke Street
ZIV, LOUIS, (1930) A.B., M.D. <i>Assistant in Surgery</i>	Duke Hospital

PHYSICAL EDUCATION

TRINITY COLLEGE

WALLACE WADE, A.B.

Director

402 Buchanan Road

CARL VOYLES, B.S.

Assistant Director

314 West Trinity Avenue

ALLEN, R. T., (1931)	Duke University
<i>Assistant in Physical Education</i>	
BAKER, LENOX DIAL, (1929)	Duke University
<i>Trainer in Physical Education</i>	
CALDWELL, HERSCHEL, (1930)	310 Holloway Street
<i>Assistant in Physical Education</i>	
CAMERON, EDMUND McCULLOUGH, (1926) A.B.	2 Manchester Apartments
<i>Assistant in Physical Education</i>	
CARD, WILBUR WADE, (1902) A.B.	1110 Minerva Avenue
<i>Director of the Gymnasium</i>	
COOMBS, JOHN WESLEY, (1929) B.S.	House DD, 101 Craven Quadrangle
<i>Assistant in Physical Education</i>	
CRICHTON, MARSHALL, (1931)	Hope Valley
<i>Assistant in Physical Education</i>	
DEAN, DAYTON ROBERT, (1931) A.B.	101 Gymnasium
<i>Business Manager of Athletics</i>	
GERARD, KENNETH, (1931) B.S.	Duke University
<i>Assistant in Physical Education</i>	
HAGLER, ELLIS, (1930)	310 Holloway Street
<i>Assistant in Physical Education</i>	
PERSONS, WALTER, (1930)	Duke University
<i>Assistant in Physical Education</i>	
SINGTON, FRED, (1931) A.B.	House D, 112
<i>Assistant in Physical Education</i>	
TUTTLE, ROBERT GREGORY, (1931) A.B.	Gymnasium
<i>Assistant in Physical Education</i>	
WAITE, ALEX, (1931) A.B.	2009 Club Boulevard
<i>Assistant in Physical Education</i>	
WARREN, ADDISON, (1931) A.B.	1500 Chapel Hill Street
<i>Assistant in Physical Education</i>	

WOMAN'S COLLEGE

JULIA REBECCA GROUT, A.B., M.S.

Director

104 Faculty Apartments, East Campus

CHATNEUFF, VIVIAN MOIZE, MRS., (1927)

Assistant in Physical Education

108 Geer Street

JACOBS, KATHRYN ELIZABETH, (1932)

Assistant in Physical Education

Pegram House

WYCHE, ALMA, (1930) A.B.

Assistant in Physical Education

Bassett House

THE UNIVERSITY LIBRARIES

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.

Director

Beverly Apartments

GENERAL LIBRARY

JOSEPH PENN BREEDLOVE, A.B., A.M.

Librarian

407 Watts Street

MALONE, EVA EARNSHAW, A.B., B.S.

Assistant Librarian in Charge of Cataloguing

210 Faculty Apartments, East Campus

MORRELL, ERIC

1317 Arnette Avenue

Chief of the Order Division

POWELL, BENJAMIN EDWARD, A.B., B.L.S.

Duke Station

Chief of the Reference and Circulation Division

BOYD, MARY ELIZABETH, A.B.

7 Beverly Apartments

Assistant in the Order Division

BURCHETTE, KATHRYN, A.B., B.A. in L.S.

1025 Monmouth Avenue

Cataloguer

COUSINS, REBA THURSTON, A.B.

1107 Urban Avenue

In Charge of the Work Room

COVINGTON, LENA, A.B.

1025 Monmouth Avenue

Assistant in the Order Division

CREWS, CATHERINE, A.B.

1004 Markham Avenue

Assistant Cataloguer

CREWS, SUDIE ELIZABETH

1004 Markham Avenue

Assistant in the Order Division

FAULK, DORIS, MRS.

823 Second Street

In Charge of the Reading Room, School of Religion

FRAZIER, ROSE MARIE, A.B., B.S., B.M.

702 Buchanan Road

Assistant in the Reference Division

GARNER, GEORGE LEE, A.B., A.M.

1025 Monmouth Avenue

Assistant in the Catalogue Department

ABERNATHY, ETHEL, A.B.

215 Faculty Apartments, East Campus

Cataloguer

GREEN, JANE, A.B., B.A. in L.S. <i>Assistant in the Order Division</i>	1004 West Trinity Avenue
HIX, EDWIN JONATHAN, A.B. <i>Assistant in the Circulation Division</i>	812 Fourth Street
HUNT, LULA HESTER <i>Secretary to the Librarian</i>	1004 West Trinity Avenue
ISRAEL, KATE OLA, A.B. <i>Cataloguer in Charge of the Chemistry Library</i>	209 Faculty Apartments, East Campus
JENSEN, EVELYN, B.S. <i>Cataloguer</i>	10 Glenn Apartments
JOYNER, WILLIAM EPPIE, A.B. <i>Assistant in the Circulation Division</i>	Duke Station
KEEN, EUNICE, A.B., B.A. in L.S. <i>Cataloguer</i>	1004 West Trinity Avenue
KETRING, RUTH ANNA, A.B., A.M. <i>In Charge of Manuscripts</i>	208 Faculty Apartments, East Campus
LOOS, LOUISE, A.B. <i>Assistant Cataloguer</i>	208 Faculty Apartments, East Campus
MALONE, EVA CANDLER, A.B. <i>Cataloguer in Charge of the Biology Library</i>	804 Third Street
MERRITT, GERTRUDE, A.B. <i>Assistant in the Order Division</i>	3 Bickett Apartments
MORGAN, KATHERINE, A.B. <i>In Charge of the Physics Library</i>	903 Shepherd Street
MYERS, MILDRED FLORENCE, A.B., B.S. in L.S. <i>Cataloguer</i>	1004 Markham Avenue
OYLER, HELEN, A.B., B.S. in L.S. <i>Cataloguer</i>	1004 Markham Avenue
PARKER, WIXIE ELMA, A.B., B.S. in L.S. <i>Chief of the Periodical Division</i>	403 Erwin Apartments
PARKS, LOIS FERRY, MRS., A.B. <i>Assistant in the Manuscript Division</i>	6 Ambassador Apartments
PARSONS, MARGARET ELINOR <i>Secretary in the Order Division</i>	Alsbaugh House, East Campus
PERKINS, LILA CROSS, MRS. <i>Assistant in the Periodical Division</i>	203 Erwin Apartments
RAMAGE, MARY ALLENE, A.B., B.A. in L.S. <i>In Charge of Newspapers</i>	901 Fifth Street
RIVERA, RUDOLFO OSVALDO, A.B., A.M. <i>Assistant in the Reference Division</i>	Duke Station

- SEABOLT, RUTH, A.B. 19 Ambassador Apartments
Cataloguer
- STARLING, MARY LEE, A.B., A.M. 813 Buchanan Road
In Charge of the Graduate Reading Room
- WALKER, HERMAN, JR., A.B. Duke University Station
Assistant in the Circulation Division
- WESCOTT, MARY, A.B., B.S. 1004 Markham Avenue
First Assistant in the Cataloguing Division

WOMAN'S COLLEGE LIBRARY

MRS. LILLIAN BAKER GRIGGS, B.A. in L.S.

Librarian

510 Buchanan Road

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SABBATICAL LEAVE

Sabbatical leave of absence to members of the Faculty is granted on the following conditions:

1. Every member of the general faculty shall be entitled to sabbatical leave after six years in the service of the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. In order to obtain a sabbatical leave written notice of the intention to take such a leave must be filed with the President of the University by November fifteenth of the academic year preceding the one in which the leave is to take effect.

3. If in exceptional cases it should develop that the granting of leave to an applicant during the year for which application was made would raise very serious difficulties detrimental to the best interests of the applicant's department or school, or to the interests of the institution as a whole; or because of questions concerning the applicant's period of service prior to the leave, the President shall appoint a committee which shall have power to decide the question of granting the sabbatical leave for the particular year under consideration. This committee shall consist of five members as follows: two members of the general faculty appointed yearly by the President, the Secretary of the University, the Dean of the school or college of which the applicant is a member, the chairman of the applicant's department, or should no such chairman exist another member of the applicant's department.

4. If this committee should decide against the granting of a sabbatical leave for the year for which the applicant applied, the applicant would be eligible for a sabbatical leave the following year or any year thereafter upon making application in due form as above.

5. After September 1, 1928, if a member of the faculty on becoming eligible for sabbatical leave does not for personal reasons apply for such leave, he does not forfeit the right to such leave, and he may count the additional years of service prior to his leave toward the six years of service necessary before he can apply for a subsequent leave. If in an exceptional case an applicant for personal reasons applies for a sabbatical leave to be effective in advance of his regular year and such leave is granted, he shall not be eligible for a subsequent leave until he has served six years plus the number of years by which this leave is advanced.

6. On recommendation of the committee after leave of absence has been granted it may be postponed for urgent reasons and under conditions to be determined by the committee.

7. All those cases which have occurred in the past or which may occur in the future in which leave of absence is granted under conditions where the absentee receives full pay for a half year or half pay or more for a full year's leave of absence shall be considered as regular sabbatical leave under these regulations.

8. These regulations shall become effective as of September 1, 1928. Sabbatical leaves under these regulations shall begin with the academic year 1929-30. The present regulations applying to the sabbatical leave shall be effective for such leaves through August 31, 1929.

GENERAL STATEMENT

Duke University as founded by James B. Duke in 1924 and as now constituted includes Trinity College, which goes back in its origins to 1835 and continues to exist as an important part of Duke University, the Woman's College, the Graduate School of Arts and Sciences, the School of Religion, the School of Law, the School of Medicine, the School of Nursing, and the Duke Forest. This Bulletin (Catalogue Edition) deals with these various units of the University and with the Summer Schools.

BRIEF HISTORICAL SKETCH

Duke University, in so far as the Trinity College unit is concerned, dates from 1835, when Union Institute was founded in Randolph County by the Methodists and Friends. Later the institution became Normal College in 1851, this being one of the first institutions in America for the training of teachers; in 1859 the name was changed to Trinity College, and so continued at the original site in Randolph County, now known as "Old Trinity," until 1892, when Trinity College was moved to Durham. The expanded institution continued its work at Durham as Trinity College until 1924, when it became Duke University.

The change in name resulted from a provision in the Indenture of Trust, executed December 11, 1924, by James Buchanan Duke, by virtue of which a fortune was placed by him at the disposal of humanity through provisions for hospitalization, church work in the rural districts and education, the principal feature of the latter being the provision for Duke University. With the money made available through the Indenture of Trust, subsequent donations the following year and later a bequest in the will of Mr. Duke, ample provision was made for the expansion of the institution through the purchase of additional land, the erection of commodious buildings, the purchase of equipment and the acquisition of other things that go into the making of a university. Previous to the Indenture of Trust, Mr. Duke, himself, his father, Mr. Washington Duke, and his brother, Mr. Benjamin N. Duke, had made notable contribu-

tions to Trinity College. For many years members of the Duke family had been the chief benefactors of the institution.

Coincident with the change in name from Trinity College to Duke University, a notable expansion of facilities and opportunities along many lines began. During these past seven years a number of new schools and departments have been added; the faculty has been more than doubled and the student body of Duke University, including Trinity College for Men, the College for Women, and the Graduate and Professional Schools, has grown from about 1,000 to approximately 2,775 students. This does not include the enrollment of the Summer Schools.

CAMPUSES AND BUILDINGS

Duke University, consisting of the two liberal arts colleges and the graduate and professional schools, is located on two campuses of approximately 5,200 acres, the two being nearly a mile and a half apart. There are nearly fifty buildings, the architecture on the East, or Woman's College, campus being Georgian and that of the West, or University, campus, of the Tudor Gothic type.

UNDERGRADUATE INSTRUCTION

(Trinity College and the Woman's College)

AND

MISCELLANEOUS INFORMATION

1931-1932

ANNOUNCEMENTS FOR 1932-1933

GENERAL STATEMENT

Duke University offers in Trinity College and the Woman's College three academic degrees for undergraduate work: bachelor of arts, bachelor of science, and bachelor of science in civil, electrical, or mechanical engineering. Nine groups of studies lead to the degree of bachelor of arts and two groups of studies lead to the degree of bachelor of science. These groups are designated by Roman numerals in the order in which they are described. For a description of these groups see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Arts."

For a description of the groups of studies leading to the degree of bachelor of science see the section below in this catalogue under the topic, "Groups of Studies for the Degree of Bachelor of Science and Bachelor of Science in Civil, Electrical, or Mechanical Engineering."

TRINITY COLLEGE

Trinity College is the undergraduate college for the men of Duke University and is situated on the West Campus along with the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, and the School of Religion. The Department of Engineering is situated on the East Campus, apart from the Woman's College.

The regulations governing the undergraduate men of Trinity College are published in subsequent sections of this catalogue.

THE WOMAN'S COLLEGE OF DUKE UNIVERSITY

The Woman's College of Duke University is a college of arts and sciences within the University which provides for the instruction of undergraduate women as Trinity College provides for the instruction of undergraduate men.

In September, 1930, the East Campus, a hundred and twenty acres in extent, with a well-equipped plant including twelve new buildings, was given to the women, thus offering the advantages of a separate college for women with its own

distinct life and at the same time, through close association with the larger University life, preserving some of the best features of co-education. It is the aim of the College to make it possible for a woman to take all of her work, if she so wishes, on the woman's campus. However, all courses in the University are open to qualified women students and they may enter courses given on the West Campus which are not given on the East.

The East or woman's campus is situated about a mile and a quarter from the West Campus. There is a private road connecting the two. For those members of the faculty and students who do not wish to walk or use private methods of conveyance, buses run at frequent intervals and at special rates. Resident undergraduate women are not allowed to have automobiles with them at college.

The teachers of the College, many of whom teach also in Trinity College, are members of the University faculty and are selected in coöperation with the several departments of instruction just as in the case of teachers for Trinity College, thus assuring a uniform educational standard. Graduates of the Woman's College, as graduates of all other colleges and schools within the University, receive their degree from Duke University.

Residence Houses. Four new dormitories built especially for women and newly and attractively furnished were opened in September, 1930. In each house, serving as a center for the social life of the house, are a large living-room and three small reception rooms.

All undergraduates from out of town are required to live in the residence houses, and no student under twenty-one is permitted to live in the town unless with near relatives. An older woman who wishes to live in town may make special arrangement with the Dean. Graduate students are welcomed in the dormitories, and special regulations are made for their convenience.

The Union. Connected with the dormitories by arcades is the Union, which includes dining-rooms for students and faculty, a lounge, and other rooms for various student activities. Because of the large number of those served at the Union dining hall it is not possible to arrange special diets for individual students. Special diet for the sick is served in the infirmary.

The Library. The Woman's College Library, a beautiful building especially for the use of undergraduate women, contains all books for freshmen and sophomore work, many books for more advanced study, and material for general reading. For research and for certain advanced courses the students use the University Library on the West Campus. An attractive feature of the library is the Booklovers' Room, comfortably furnished, where on open shelves students may find the newest books in various fields.

ADMISSION TO COLLEGE

GENERAL REGULATIONS

Admission to Trinity College and to the Woman's College of Duke University is on a selective basis, dependent upon the ability, attainments, and character of the applicant. No student is admitted until the Council on Admissions has received for him a scholastic record from school or college, a certificate of vaccination and of good health, and satisfactory evidence of good character and ability. A personal interview with each applicant is regarded as desirable. This is of advantage not only to the Council but also to the applicant, since it enables him to acquaint himself to some extent with the University and to discuss possible courses of study.

Certain days are announced in the University Calendar each year for the registration, classification, and sectioning of students. Those students who are admitted later than the dates announced must pay to the Treasurer five dollars additional for the privilege of matriculation.

Since the enrollment in the undergraduate colleges is limited, an early application is desirable. Application blanks will be sent upon request, and they should be returned as soon as possible.

All correspondence relating to admission of men should be addressed to the Secretary of Duke University, Duke Station, Durham, North Carolina; and all correspondence relating to the admission of women should be addressed to the Dean of the Woman's College, College Station, Durham, North Carolina.

UNITS OF ADMISSION

The academic requirements for admission are defined in terms of units. A unit of credit is allowed for a subject of study pursued throughout an academic year at an accredited secondary school, if the course has demanded five recitations a week and the prescribed amount of work has been completed satisfactorily. Credit for fifteen units is required for admission.

The subjects in which this credit may be offered and the maximum amount of credit acceptable in each subject are given in the following table:

UNITS		UNITS	
English	4	Botany	1
Latin	4	Zoölogy	1
Greek	3	General Biology	1
German	3	Physical Geography	1
French	3	General Science	1
Spanish	3	Agriculture	2
Mathematics	4	Mechanical Drawing	2
History and Civics	4	Woodwork, Forging, and	
Physics	1	Machine Work	2
Chemistry	1	Household Economics	2
		Commercial Subjects	3

For a detailed explanation of the units in the table above, see the definitions as set forth by the Southern Association of Colleges and Secondary Schools and other Regional Associations.

ADMISSION BY CERTIFICATE

Applicants able to submit certificates of proficiency from accredited schools in subjects accepted for admission to the freshman class will be admitted without examination. These certificates must be properly made out on the regular blanks furnished by the University, signed by the principal of the school from which the applicant comes, and presented before or at the opening of the academic year. The applicant must have completed the course of the school from which he comes.

At least twelve of the fifteen units required for admission must come from the following:

UNITS		UNITS	
English	3 to 4	Science	1 to 4
Mathematics	2½ to 4	Foreign Language	2 to 6
History and Social Studies	1 to 4		

These twelve units must include three in English and two and one-half in mathematics. The units in mathematics must include algebra through quadratics and plane geometry. Not less than two units in a foreign language are acceptable.

The three additional units necessary to make the required fifteen may come from the list above or from the larger table of units of admission.

ADMISSION BY EXAMINATION

Students who present fifteen units for admission from schools not accredited by the University, and students who present the proper units but whose grades are not acceptable are required to validate their units by entrance examinations in English and in mathematics and such other tests as the University may prescribe, including the test required by the North Carolina College Conference.

Students who have not the required units in English or in mathematics but who are otherwise acceptable must, before admission, clear this deficiency by entrance examinations.

ADMISSION TO ADVANCED STANDING

Students may be admitted to advanced standing from other approved institutions under the following conditions: All applicants must have fulfilled the equivalent of the requirements for admission to the freshman class, must present official certificates of all work done in other institutions, and have honorable dismissal from the institutions they previously attended.

Applicants for advanced standing should present, so far as possible, subjects corresponding to those required at Duke University. Students admitted to advanced standing may not during their first semester elect more than the minimum number of hours required of the class which they enter except by permission of the Dean. Further, in addition to other requirements, a minimum of one full year in residence at Duke University with the satisfactory completion of at least thirty semester-hours of work approved for seniors, with an average grade of "C," is required of all candidates for the bachelor's degree.

Students who have transferred from other colleges must, in order to make their provisional classification final, pass during their first year of residence not less than the equivalent of four year courses with an average grade of "C" or higher.

The date for the registration and classification of students with advanced standing from other institutions is announced in the University Calendar. Students who are admitted later than this date are required to pay to the Treasurer five dollars additional for the privilege of matriculating.

FRESHMAN WEEK

The week immediately preceding the opening of college is set aside for the induction of freshmen. During this period health examinations, psychological tests, and placement tests are given, on the basis of which freshmen are sectioned in English, mathematics, and foreign languages. The freshmen are divided into groups for instruction in the use of the library, in the regulations of the student body, and in all matters pertaining to the adjustment of the individual to a new environment. Attendance upon these exercises is required of all freshmen.

SPECIAL STUDENTS

Students of mature age not fully prepared to enter the freshman class may be admitted as special students and allowed to enroll for such work as they are prepared to carry. Further, they are required to take not less than fourteen hours of class work a week.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

GENERAL REGULATIONS

The requirements for the degree of bachelor of arts are designed to give the students such training in certain fundamental subjects as is essential for intelligent, educated citizens. The requirements also provide the opportunity for as wide an election as possible from courses of study which are both interesting and practically helpful in connection with vocations the students plan later to pursue.

Credit for one hundred and twenty-two semester-hours, on which an average grade of "C" must be made, is required for the degree of bachelor of arts in all groups. In addition to these requirements all candidates for the bachelor of arts must complete, with an average grade of "C" or better, physical education to the equivalent of six semester-hours. In Trinity College the physical education requirement is completed by the end of the sophomore year; in the Woman's College, by the end of the junior year.

The Faculty has authorized the groups of studies below for the guidance of students in selecting the work required for graduation. A student is free to choose any group he may desire. The several groups are designed to be of special value in a chosen profession and at the same time to provide a well-balanced course of study. Some of the work in each group is left entirely to the choice of the student. With the approval of the Dean a student may at any time transfer from one group to another. In such transfers, work done in one group and not prescribed in the other will count as general elective credit in the group to which the transfer is made, but all the work prescribed in the new group must be completed before the student can be graduated.

No student is permitted to take less than fourteen semester-hours of work without special permission from the Dean; to

take more than the normal load of work (fourteen to seventeen semester-hours) unless his average grade in the preceding semester is higher than "C"; or, under any conditions, to take more than nineteen semester-hours of work, exclusive of required physical education.

On or before May 1 of each year every student is required to designate the group in which he plans to graduate and to arrange his program of courses for the ensuing year. All students, when choosing courses, are urged to seek the advice of instructors in whose departments they expect to receive instruction. No course card is valid until it has the approval of the Dean.

SPECIAL REGULATIONS

The following special rules applying to the selection of courses are authorized by the Faculty:

Candidates for the degree of bachelor of arts whose courses of study permit may elect work from the following subjects: law, not to exceed eighteen semester-hours; engineering, not to exceed eighteen semester-hours; forestry, not to exceed eighteen semester-hours. The courses elected must be those approved by the Council on Undergraduate Instruction as appropriate for the bachelor of arts degree and published in the Bulletin of Undergraduate Instruction. The classification of these courses, as they affect divisions of concentration and restricted electives, is left to the student's major adviser and to the Dean.

No senior may take for graduation credit any course primarily open to freshmen; and no junior may take for graduation credit more than one course primarily open to freshmen. A list of these courses is published in the BULLETIN under *Courses of Instruction*.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of arts in Duke University may be done in another institution of approved standing, and this course must first be approved by the head of the department concerned and by the Dean.

MINIMUM UNIFORM REQUIREMENTS FOR ALL GROUPS

The following requirements are authorized for all groups:

	S.H.
English Composition*	6
Natural Science**	8
Economics, History, or Political Science***	6
Foreign Language****	12-18
Religion	6

Of these minimum requirements, at least three courses, including English and foreign language, should be taken in the freshman year, and all of them, except foreign language and religion, by the end of the sophomore year.

The courses primarily open to freshmen and the courses that will satisfy the requirements in history, science, and religion are listed under *Courses of Instruction*.

GROUPS OF STUDIES FOR THE DEGREE OF
BACHELOR OF ARTS
GROUP I

GENERAL

This group is based on the traditional requirement for the degree of bachelor of arts. Students who choose it are required to complete the minimum uniform requirements for graduation; forty-two semester hours in a division of concentration; eighteen semester-hours of restricted electives in the other divisions; and free elective work sufficient to complete, with an average grade of "C," the one hundred and twenty-two semester-hours

* This requirement is normally met by the completion of English 1-2. However, a freshman who satisfies the Department of English of his superior ability in composition may substitute another English course for English 1-2. If a student fails to pass English 1-2 with a grade of C or better, he must complete three additional semester-hours of composition.

** A student who does not present for entrance an acceptable unit of science must take sixteen semester-hours of science for graduation.

*** A student who does not present for entrance two acceptable units of history (exclusive of other social science work) must take history as his required work; otherwise, he may fulfill this requirement in any one of the three subjects.

**** A student must pursue a language through the equivalent of the third college year and he must gain at least twelve hours of credit in this language in college. Thus, a freshman able to enter the second college year of a language he has pursued in secondary school may complete his language requirement in two years; and if he is able to enter the third year of that language, he must still continue it for two years in order to gain his twelve hours. If he desires to study a language in which he does not present two entrance units, he enters the first year of the language and completes his requirement in three years. However, if a freshman presents for entrance four units of Latin, he may satisfy his language requirement by taking two years of Greek or two years of Latin.

necessary for graduation. The departments of instruction, for purposes of concentration, are grouped in three divisions:

Humanities: English, Fine Arts, German, Greek, Latin, Philosophy, Romance Languages.

Social Science and History: Economics and Political Science, Education, History, Religion, Sociology.

Mathematics, Psychology, and Natural Science: Biology, Chemistry, Mathematics, Physics, Psychology.

The forty-two semester-hours in the division of concentration must be distributed as follows: eighteen to twenty-four semester-hours in a major department and eighteen to twenty-four semester-hours in at least two other departments of the same division, with a minimum of six semester-hours in each department. If only eighteen hours of work is taken in the major department, this work must not include any course primarily open to freshmen.

For purposes of concentration certain courses listed in the same department are reckoned as being in different departments; namely, courses in economics and political science, courses in French and Spanish, courses in botany and zoölogy. Further, a student taking his major work in English literature may count courses in English composition, dramatic technique, or public speaking as part of his restricted elective in the same division.

The eighteen semester-hours of restricted electives must be taken in the two divisions not chosen for concentration, with a minimum of six semester-hours each in any two departments of these divisions.

The remaining hours necessary for graduation, after the minimum uniform requirements, the division of concentration, and the restricted electives are satisfied, are open as free electives. These hours may vary from seven to twenty-four, but with most students they will probably be fifteen to twenty-one. For this work the student may elect any courses in which he is interested, provided he may not elect more than eight semester-hours in his major department and provided he is qualified for admission to them.

On or before May 1 of each year every freshman in the general group should designate his division of concentration and his major department, and arrange under the guidance of an

instructor in the major department his program of studies for the following year. The student is at liberty to choose for his counsellor any instructor in his major department who gives advanced courses. He should obtain the instructor's written approval of all courses selected in the division of concentration before submitting his program to the Dean for final action. In like manner, upperclassmen will re-check their courses in their divisions of concentration each year with representatives of their major departments.

GROUP II

BUSINESS ADMINISTRATION

This group is designed for students who enter college with the purpose of engaging in some form of business activity after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Economics A, Mathematics 3-4.

Sophomore Year: Economics 51-52 and 57-58.

Junior Year: Economics 143-144, 105-158 (or 171-172), Political Science 101-102, Psychology 101.

Senior Year: Economics 203-236, six additional hours of Economics approved for seniors, Business Law 181-182.

At least twelve semester-hours of the electives must be chosen from subjects other than that of Economics and Business Administration.

All elective work in Economics or Political Science must be approved in writing by some instructor offering advanced work in the department.

GROUP III

RELIGION

This group is designed for students who plan to enter the ministry or other religious work as a vocation after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Religion 1-2.

Sophomore Year: Religion (6 hours), Economics 51-52 or Political Science 101-102, English Literature (6 hours).

Junior Year: Religion (6 hours), Psychology* (6 hours).

Senior Year: Religion** (12 hours), Sociology (6 hours), Philosophy (6 hours).

GROUP IV

PRE-MEDICAL

This group is designed for students who intend to pursue the study of medicine after graduation from college. The required work consists of the minimum uniform requirements and the courses specified below. German, including course 107-108, is the required foreign language in this group. Any one of the elementary courses in science specified below will fulfill the minimum uniform requirement in science.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: Chemistry 1-2, Mathematics 3-4, Zoölogy 1-2.

Sophomore Year: Chemistry 61-70 or 151-152, Physics 65-66, Zoölogy (4 hours).

Junior Year: Chemistry 151-152 (if not taken in the sophomore year), Zoölogy (4 hours recommended).

Senior Year: Laboratory Science (14 hours), Psychology (6 hours).

GROUP V

COLLEGE TEACHING

This group is designed for students who plan to do work in a graduate school and teach in college. The required work consists of the minimum uniform requirements and the work specified below:

French and German through the second year of college work. Since one of these languages may be taken through the third year of college work to satisfy the minimum uniform requirements, only the one not taken thus must be chosen to meet the conditions of this group.

Twenty-four semester-hours of work in the major subject, exclusive of work in the subject offered primarily for fresh-

* Three semester-hours must be in Psychology 101.

** Not more than six semester-hours of electives may be taken in the Department of Religion.

men; twelve semester-hours of work in related subjects approved by the student's departmental adviser; twelve semester-hours in education, philosophy and psychology, or in any one, not including any courses in secondary or elementary school methods.

Elective work, not to be taken in the major department, sufficient to complete the one hundred and twenty-two semester-hours necessary for graduation.

At least twelve semester-hours of the work taken in the senior year must be in courses open only to seniors and graduates.

GROUP VI

PUBLIC SCHOOL TEACHING

This group is designed for two classes of students: (A) those who plan to teach in secondary schools; (B) those who plan to teach in elementary schools.

The required work consists of the minimum uniform requirements and the requirements listed under one of the classes below, according as the student expects to teach in a secondary school or in an elementary school.

CLASS A: SECONDARY SCHOOL TEACHING

Students in this class are required to take:

Eighteen semester-hours in education, of which three semester-hours may be in general psychology. The work in education must include three semester-hours in directed observation and practice teaching, three semester-hours in educational psychology, and three semester-hours in secondary education.

Six semester-hours, three each, in materials and methods, in two fields of high school teaching.

Work in the subject matter of the two subjects the student intends to teach, sufficient to satisfy the minimum requirements as listed in the table below:

English, twenty-four semester-hours, to include the six of required work in composition, six in English literature, and six in American literature.

French, eighteen semester-hours, based on the usual two units for admission.

German, Spanish, and Greek, the same requirements as for French.

History, eighteen semester-hours, including six each in American, ancient and mediaeval, and modern European history, and nine semester-hours of economics and political science, with at least three in each. It is recommended to prospective teachers of history and related subjects that they take elective work in sociology and geography.

Latin, eighteen semester-hours, based on the traditional four units for admission.

Mathematics, fifteen semester-hours.

Physical Education, twelve semester-hours.

Science, thirty semester-hours, including elementary courses in biology, chemistry, physics, and geography or geology.

A student may prepare to teach only one high school subject by taking a major of twenty-four semester-hours in that subject (Physical Education excepted) in addition to the general required work in Class A, the required work in education and psychology, and the specifically required work in directed observation and materials and methods in the subject chosen.

Elective work sufficient to complete the one hundred and twenty-two semester-hours for graduation. It is recommended that the elective work be chosen in the two subjects the student is preparing to teach and in the division of social science, provided the total amount of work taken in any department may not exceed the total allowed in Group I.

Students who are preparing to teach are warned to read carefully the certification rules of the state in which they are going to teach and to advise fully with the Dean before electing courses in subjects they are preparing to teach. They are further warned to take their professional courses in the order outlined by the Department of Education, reserving for their senior year courses in materials and methods and in directed observation and practice teaching.

At least twelve semester-hours of the work in the senior year must be in courses open only to seniors or to seniors and graduates.

CLASS B: ELEMENTARY SCHOOL TEACHING

Students in this class conform to the general requirements of Group I. Education is treated as a major department, and the social science division as the division of concentration. In addition to the general requirements of Group I, the following specific requirements must be met:

	S.H.
English	3 or 6
American History	6 or 9
Geography	6
Physical Education and Hygiene	6

These special requirements are reckoned in each case as a part of the appropriate division of concentration. The student in Class B should take Education 8 in the first semester of his freshman year and advise with the department as to an appropriate course for the spring semester. In all other particulars his course follows the general group for the first year.

The following arrangement of courses is recommended for freshmen entering the teaching group. The work for the following years will be arranged by the Department of Education.

FRESHMAN YEAR

	S.H.
English	6
Foreign Language	6
Science	8
History or elective*	6
Education or elective**	6
	<hr/> 32

GROUP VII

PRE-LEGAL

This group is designed for students who expect to study law after graduation. The required work consists of the minimum uniform requirements and the courses specified below.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: History 1-2.

Sophomore Year: Economics 51-52, History 91-92.

Junior Year: Political Science 101-102, English 151-152 (3 or 6 hours), Psychology (6 hours).

Senior Year: Economics (6 hours from courses approved for seniors), History 123-124.

* History is an alternate with economics in the minimum requirements when the student presents two units of history for admission.

** Students in Class B should take Education 8 the first semester and follow it with the course approved by the Department of Education the second semester; students in Class A may follow the same plan or take any of the electives authorized for the general group.

The electives in this group should be taken so as to conform as nearly as possible to the general plan of concentration, with economics, political science, philosophy, psychology, history, and law listed as preferred subjects. However, not more than eighteen semester-hours, in addition to required work, may be taken in any one of these subjects.

At least twelve semester-hours of the electives in the senior year must be senior-graduate courses.

GROUP VIII

SOCIAL SERVICE

This group is designed for students who purpose after graduation to pursue studies in order to engage in practical social welfare work; such as family welfare, child welfare, public welfare, probation and parole, and similar forms of neighborhood and community work. The required work consists of the minimum uniform requirements and the courses specified below. Zoölogy is recommended for the required course in science.

The following arrangement of specified courses is recommended for students electing this group:

Freshman Year: History 1-2.

Sophomore Year: Economics 51-52, Sociology (6 hours).

Junior Year: Philosophy (6 hours), Political Science (6 hours), Psychology 101, Sociology (6 hours).

Senior Year: Economics (6 hours), Psychology (6 hours), Sociology (6 hours).

The electives should be chosen from history, economics and political science, education, sociology, philosophy, psychology, and religion, but not more than thirty-six hours may be taken in any one department.

The subjects required for the junior and senior years may be transposed according to the courses available in any particular year.

GROUP IX HONORS COURSES IN DUKE UNIVERSITY

INTRODUCTION

Duke University has a large number of students who have revealed their desire and demonstrated their ability to do a higher type of intellectual work than that ordinarily required for the liberal arts degree; and in recognition of this fact the University now offers to these students a program of Departmental Honors Courses adapted to their needs and suited to their interests. This recognition of the difference in the possibilities of intellectual achievement among college students should make special appeal to the abler and more ambitious among them. The introduction of Honors Courses into the curriculum means the breaking down of lock-step methods of education. It provides the student with the opportunity to attain greater mastery of a field of knowledge and its related work under conditions most stimulating to individual initiative and independence. Its primary object is the individualization of instruction on the basis of ability in the student.

Except in the nature of the work required for the degree, no distinction is made between those who elect Honors work and those who do not; the privileges and opportunities of college life here being for the benefit of all. But the granting of an opportunity to the able student for the realization of his highest intellectual possibilities is in keeping with the soundest principles of democracy wherein individual initiative and ability have a distinct and permanent value.

THE UNIVERSITY COUNCIL ON HONORS

The following instructors are the representatives of the several departments on the University Council on Honors. Each candidate for Honors is requested to meet the representative of the department in which he will do his Honors work.

Mr. W. K. Greene, Chairman

Miss Ruth Addoms— <i>Botany</i>	Mr. C. W. Peppler— <i>Greek</i>
Mr. W. C. Vosburgh— <i>Chemistry</i>	Mr. W. T. Laprade— <i>History</i>
Mr. C. B. Hoover— <i>Economics and Political Science</i>	Mr. W. W. Elliott— <i>Mathematics</i>
Mr. Holland Holton— <i>Education</i>	Mr. A. G. Widgery— <i>Philosophy</i>
Mr. Frank K. Mitchell— <i>English</i>	Mr. W. M. Nielsen— <i>Physics</i>
Mr. A. M. Webb— <i>French</i>	Mr. H. E. Zener— <i>Psychology</i>
Mr. Clement Vollmer— <i>German</i>	Mr. H. E. Myers— <i>Religion</i>
	Mr. G. T. Hargitt— <i>Zoölogy</i>

GENERAL PROGRAM OF HONORS COURSES

I. **Purpose.** The purpose of the Honors Courses is to provide students with the opportunity for broad, independent, and intensive study in particular branches of knowledge, that they may secure a higher type of general culture or more adequate preparation for later work in teaching or research or professional study than the regular program of work affords.

II. **Departments.** Honors Courses are available to students in the following departments: Biology (Botany and Zoölogy), Chemistry, Economics, Education, English, French, German, Greek, History, Mathematics, Philosophy, Physics, Psychology, and Religion.

III. **University Council on Honors Courses.** The University Council on Honors Courses consists of a representative from each department in which an Honors Course is given. This representative is chosen by the department; the Chairman of the Council is appointed by the President of the University. This Council selects the candidates for Honors Courses, approves the lists of Graduates with Honors submitted by the various departments, and formulates such regulations as, from time to time, are found necessary for the proper conduct of the Honors program.

IV. **Departmental Committees.** For the administration of its Honors Course a Departmental Committee is chosen by each department.

The Honors Advisers in charge of the special Honors work are named by the Chairman of the department (or by the Departmental Committee) in consultation with the Dean of the University and the President. These Advisers are ex-officio members of the Departmental Committees.

The Departmental Committee prescribes the work of candidates for Honors in its department, selects examiners for the general Honors examination, and in all other ways administers the work of the Honors Course in its department.

V. **Plan of Admission and Promotion.** Before the close of the freshman year, a student wishing to read for Honors may make application to the University Council on a form provided for that purpose. The application must be countersigned by the Honors Committee of the department concerned. The ap-

proval of an application for admission to an Honors Course will be based upon the following requirements: *special excellence* in the freshman course or courses belonging to the department in which the applicant wishes to read for Honors, or *general excellence* in all his work of the freshman year.

Upon the approval of the application of a candidate, the Departmental Committee will assign the candidate the qualifying work of that department for his sophomore year. (Each department determines for itself what this qualifying work shall be.)

If a student does not desire, at the close of the freshman year, to choose the department in which he wishes to read for Honors, he may make application at the close of the sophomore year, provided his work is otherwise good and provided further he has completed satisfactorily the qualifying work of the department. In certain cases the application may be made in the middle of the sophomore year; see the departmental regulations. In no case, however, will a student be permitted to choose an Honors Course later than the close of the sophomore year. (By "the close of the sophomore year" is understood the opening of the next academic year in the following autumn. Thus it will sometimes happen that work which is required for eligibility to read for Honors may be taken in a Summer School.)

At the end of the sophomore year each Departmental Committee will present to the Chairman of the University Council on Honors the names and qualifications of those candidates who wish to proceed with the Honors Course. The Council will then certify to the Departmental Committee the names of those candidates who are adjudged qualified to proceed with the Honors Course of the junior year.

Promotion of the candidate from the junior to the senior Honors Course, and likewise admission to the general examinations, is determined by the Departmental Committee.

Upon the approval of a Departmental Committee the University Council may admit to candidacy for Honors a student transferring at the close of the freshman or the sophomore year from another institution.

VI. Correlation of Honors Work with the General Curriculum. A new group of the general curriculum, designated

as the "Honors" group has been formed. The required work in the Honors group consists of the minimum uniform requirements, fifty-six semester hours of work in the Honors and related departments, and elective work sufficient to complete the semester-hours necessary for graduation in departments, other than the Honors department.

VII. The Honors Course. The Honors Course in each department will consist of work entirely superseding the regular program, with the exception of uniform required work. It is so arranged as to provide for more comprehensive and more intensive work than that required of the regular student and will lead to a general Honors examination. This examination will be given by each department at the close of the senior year, and will be either written or oral or both written and oral.

The Honors Adviser will hold a weekly meeting (or weekly meetings) with candidates for Honors in his department; and at the end of each semester he must report to the Dean's office whether the candidates are making satisfactory progress.

Each department has prepared a plan of its Honors work, the fields covered, the nature of the required and suggested reading, and in the case of the sciences an explanation of what is required in the way of laboratory experiments or projects; showing also the total amount of credit in semester-hours to be given for work done under Honors Advisers and outside the regular courses of the department.

VIII. Graduation with Honors. Upon the completion of the Honors Course the student will be graduated with Honors and this distinction will be printed on the program at Commencement.

GENERAL REGULATIONS

The candidate for Honors will observe that the following regulations govern the Honors Courses in *all* departments.

I. The administration of Honors work in each department rests in the hands of a Departmental Committee, the chairman of which is the department's representative on the University Council on Honors.

II. The requirements for admission to candidacy for Honors vary in the different departments. The student should consult the special regulations below. See also the statement under V, pages 64-65.

III. Every Honor student must pass with a grade of *C* or better each course of so-called related work approved for his program by his Departmental Committee.

IV. Every candidate reading for Honors must have all of his elective work approved by the Departmental Committee.

V. Each Departmental Committee may make its own regulations concerning the attendance of Honors students upon the courses taken in its department.

VI. Upon the recommendation of his Departmental Committee a student may be excused from final examinations in all courses in his department at the end of the senior year.

VII. Students who prove ill-adapted to Honors work may, on the advice of the Departmental Committee, return to one of the other groups and receive credit for courses taken and completed. In this case, work taken under an Honors Adviser may receive no more credit than one regular course gives.

VIII. The University Council, upon the advice of a Departmental Committee, may remove a student from the list of candidates for Honors.

IX. A student in any department who fails to qualify for Honors in the general examination at the end of the senior year may transfer to the General Group. In this case the amount of credit to be given him for the work done under Honors Advisers will be determined by his Departmental Committee and the Dean of the College.

DEPARTMENTAL HONORS COURSES

THE HONORS COURSE IN BOTANY

I. Administration. Honors work in the botany division of the Department of Biology is administered by the Departmental Committee, consisting of the chairman and two other members appointed by him. Honors Advisers may be appointed by this Committee.

II. Eligibility. A student who has passed Botany 1-2 with a grade of *B*, and all other work with an average grade of at least *C*, may apply to his instructor, who will transmit the request to the Departmental Committee. The Committee will review the applications of all students meeting the above requirements and transmit to the University Council on Honors the names of those who are recommended for entrance upon Honors work.

III. Related Work—Sophomore Year. A. A student in the Honors Course must take courses in other departments as follows: zoölogy, eight semester-hours; chemistry, eight semester-hours; physics, eight semester-hours; philosophy, six semester-hours. He must pass these courses with an average grade of *B* or better. In special cases a satisfactory course in physics in high school may be accepted as fulfilling the physics requirement.

B. A student who begins his Honors work in botany in the sophomore year should complete, in addition, as much as possible of the related work during that year. A student who begins his Honors work in the junior year should have already completed some of the related work and should complete the remainder as soon as possible.

IV. Junior and Senior Years. The program of an Honors student will consist of three parts:

A. *Scheduled Courses.* Each student must take at least five courses (fifteen to eighteen semester-hours) beyond Botany 1-2 from the list of courses scheduled in the botany division of the Department of Biology. If a student completes Botany 1-2 in his freshman year, he may take some of this work in his sophomore year. These courses are to be pursued in the regular classes, although additional work may be required in each, and they must be passed with a grade of at least *B*.

B. *Reading Courses and Problems.* In addition to scheduled courses, each Honors student will take reading courses in such fields as History of Botany and Theories of Biology; or he may take reading courses in special fields; or he may undertake a special problem; or he may carry on both reading and a problem. This work will count as eight semester-hours and will extend at least through a year. The student will report to his Adviser regularly for conference on this work. He may be asked to prepare written reports on the reading courses, and he must make such a report on his problem.

C. *Elective Courses.* Elective courses in botany or in other departments may be taken, subject to the approval of the Departmental Committee.

V. **General Honors Examination and Graduation with Honors.** A. In the spring semester of the senior year, each student must pass a general examination on the entire field of his Honors work. The Examining Committee consists of the Departmental Committee and such Advisers as have been concerned with his Honors work. The student must present a written report upon his problem and such written reports upon his reading as may be required before he is permitted to take the general examination.

B. All candidates who complete satisfactorily the general required work and the Honors course in botany will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in Botany.

THE HONORS COURSE IN CHEMISTRY

I. **Administration.** The Honors course of the Department of Chemistry is administered by the Departmental Committee, consisting of the departmental representative on the University Council on Honors as chairman and two other members appointed by the chairman of the department. Honors Advisers will be appointed by the Departmental Committee to supervise the work of the Honors students.

II. **Eligibility.** To be eligible for the Honors course in chemistry a student must have done not less than B-grade work in Chemistry 1-2, or in Chemistry 21-30, and be recommended by the instructor in charge of the course. Sophomores who have not completed Chemistry 21-30 by the end of the soph-

omore year will not be eligible. The prospective Honors student must also have done work in mathematics which shall be considered satisfactory by the Departmental Committee.

III. Sophomore Year. A. When the Honors work begins with the sophomore year, the Honors student must take the following courses:

	S.H.
Mathematics (analytic geometry and differential calculus)	7
Analytical chemistry	8

and, in addition, enough of the courses required of all students in the General Group to complete the schedule. It is strongly advised that the second science course be taken in the sophomore year.

B. The Honors students will not be required to attend the lectures or laboratory periods of Chemistry 21-30, but may attend if they choose. They will be placed under the supervision of an Honors Adviser and assigned a special laboratory for their work. The content of the work to be covered is of the same nature but somewhat more comprehensive than that of Chemistry 21-30.

IV. Junior Year. A. By the end of the junior year all of the courses required of students in the General Group must be completed, except such as are open to seniors. In addition the Honors students must take a beginning course in a third science, if this has not already been done, and an advanced course in mathematics. The study of mathematics through integral calculus is required. The student may choose between more advanced mathematics and advanced work in biology or physics in the junior year if the schedule permits; otherwise, this may be done in the senior year, or may be omitted if the student devotes the equivalent of three semester-hours to research in the junior year.

B. The chemistry project for the junior year is in the field of organic chemistry. The arrangements are the same as outlined above (III, B) for the study of analytical chemistry, except that an Honors Adviser qualified in organic chemistry will be in charge. With the permission of the Departmental Committee a research project may be started in the second semester of the junior year, with three semester-hours of credit.

V. Senior Year. A. The mathematics requirement, if not already satisfied, must be completed in the senior year, and if the research project was not done in the junior year, either a mathematics course, or a second biology course, or an advanced physics course must be taken. In addition, advanced work in physics equivalent to six semester-hours must be taken.

B. The study of physical chemistry will be pursued under the supervision of an Honors Adviser qualified in physical chemistry. The general arrangement will be the same as described above for the study of analytical chemistry. Six semester-hours of credit will be given.

C. A research project will be carried on throughout the year (six semester-hours of credit) and a report describing the results must be presented before the time of the general Honors examinations. This research work must be carried out under the direction of a member of the staff with a rank of instructor or higher, subject to the approval of the Departmental Committee.

VI. Requirements for Graduation. A. The course work required for graduation in the General Group is required also of Honors students. There are some choices to be made in planning this work, and Honors students in chemistry are advised to choose German and French to satisfy the language requirements, and Economics 1.

B. In addition to the general requirements the following work is required:

Chemistry	S.H.
Analytical	8
Organic	8
Physical	6
Research	6
Physics or Biology	8
Advanced physics	6
Mathematics	
Analytic geometry	3
Calculus	8
Mathematics, Biology, Physics, or research	3
Total	56

VII. General Honors Examination and Graduation with Honors. A. Each student must pass a general examination on

the field of his Honors work before the close of the senior year. The members of the Examining Committee will be chosen by the Departmental Committee.

B. All candidates who complete satisfactorily the general required work and the Honors course in chemistry will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in Chemistry.

Note. As an example of how the various courses can be arranged, including the seventy semester-hours of general required work, and as aid in the arrangement of individual schedules, the following plan is suggested:

<i>Freshman Year</i>		<i>Junior Year</i>	
	S.H.		S.H.
English	6	History 1-2	6
Mathematics 1-2	6	French (German)	6
Bible	6	Biology or Physics	8
German (French)	6	Integral calculus	4
Chemistry 1-2	8	Mathematics, Biology,	
—		Physics, or Research ..	3
	32	Organic chemistry	8
<i>Sophomore Year</i>			
	S.H.		32 or 35
English	6	<i>Senior Year</i>	
German (French)	6		S.H.
Physics or Biology	8	Economics 1	6
Analytic geometry	3	Mathematics, Biology,	
Differential calculus	4	or Physics	3
Analytical chemistry	8	Physics	6
—		Physical chemistry	6
	35	Research	6
			24 or 27

THE HONORS COURSE IN ECONOMICS AND POLITICAL SCIENCE

I. **Administration.** Honors work in the Department of Economics and Political Science is administered by the Departmental Committee, consisting of the representative of the department on the University Council and two other members appointed by the chairman of the department.

II. **Eligibility.** To be eligible as a candidate for Honors in

economics or in political science, a student should take in his freshman year the courses indicated for freshmen in the General Group or in the Business Administration Group, and pass all of his courses with a minimum grade of *C*.

III. **Sophomore Year.** A. The work of the sophomore year should follow the requirements of the General Group; and (1) a student desiring to become a candidate for Honors in political science must elect *American Government and Politics* (Economics 101-102; and (2) a student desiring to become a candidate for Honors in economics must elect *Economic Principles* (Economics 1).

B. A student may make application to read for Honors at the end of the freshman year and not later than the end of the sophomore year. A student who elects to become a candidate for Honors at the close of the freshman year and who receives a minimum grade of *B* in Economics 1 or in Economics 102, and who is otherwise acceptable to the Departmental Committee, will receive limited tutorial instruction during the second semester of his sophomore year.*

IV. **Junior and Senior Years.** A. In the junior year the student must complete the remaining work required in the General Group. The fifty-six semester-hours required for graduation in addition to the seventy hours of required work in the General Group must be distributed as follows:

1. The student will submit at the beginning of his junior year to the Departmental Committee a plan of study comprising six and one-half courses (thirty-nine semester-hours), at least three of which courses (eighteen semester-hours) shall be selected from those offered in economics or political science.

2. In his senior year he must take a correlation course (six semester-hours): (a) in economics this requirement is satisfied by two semester-courses in Economic History (Economics 231 and 238); (b) in political science this requirement is satisfied by one full year-course in Parliamentary Government Economics 226)

* A student otherwise acceptable to the Departmental Committee, who has not enrolled for tutorial work in his sophomore year, will nevertheless be permitted to become a candidate for Honors if he signifies his intention to the Committee by the end of the sophomore year.

or such other courses as the Departmental Committee may specify.

3. In his senior year he must write an essay under the direction of an Honors Adviser. This task, performed to the satisfaction of the Honors Adviser, will be counted for credit as a three semester-hour course.

4. At the beginning of the second semester of his junior year, he will begin his preparation under tutorial instruction by an Honors Adviser for the general examination of the department. The Honors Adviser will meet each student individually at least one hour each week. He will supervise the student's preparation for the general examinations and, during his senior year, his progress in research for his essay. The guidance and assistance of the Honors Adviser will naturally be of indirect benefit to the student in his work in the regular courses, but the main function of the Honors Adviser will be to help the student and guide him in the kind of reading and study which will be most useful toward his general progress. The student's reading in the classics of economics or political science will be directed by the Honors Adviser with the aim of furnishing a wide knowledge of the field as distinct from proficiency in the narrower boundaries of specific courses. The student may consult the Honors Adviser freely and informally concerning any phase of his work. He may be permitted or required to audit certain courses as part of this preparation.

B. The work performed under the guidance of the Honors Adviser will be counted for credit as eight semester-hours.

V. General Honors Examination and Graduation with Honors. A. In the spring semester of the senior year each student must pass a general examination on the entire field of his Honors work. The Examining Committee will consist of the Departmental Committee and the Honors Advisers who have been concerned with his Honors work.

B. All candidates who complete satisfactorily the general required work and the Honors course in economics or in political science will be recommended by the Departmental Com-

mittee to the Dean of the College for graduation with Honors in Economics or in Political Science.

THE HONORS COURSE IN EDUCATION

I. Purpose. The purpose of the Honors Course in Education is to provide, for students of superior promise and interest, the opportunity for a broader, more independent, and more intensive study of the educational process and of the school as a social institution that can be provided for students more limited in interest and in ability.

II. Administration. Honors work in the Department of Education is administered by the Departmental Committee, consisting of the representative of the department on the University Council on Honors and three other members of the staff, all of whom are appointed by the chairman of the department. The Honors Advisers are appointed by the Departmental Committee.

III. Eligibility. Students should make application to read for Honors in education toward the end of the freshman year, and may not do so later than the close of the sophomore year. Only students who have made an average of *C* or better in each course of their freshman work, with at least *B* in some one subject, or a similar average in their sophomore work, with at least *B* in the qualifying sophomore work in education (and who are specifically recommended by their instructors in education), will be eligible to read for Honors.

IV. Related Work. The candidate for Honors in education should take zoölogy as a required science and "Government" as his required work in economics and political science. He must elect twelve semester-hours of course-work, no part of which shall be work open to freshmen, in some department other than education.

V. Sophomore Year. Every candidate for Honors, declared eligible on the basis of his freshman record and recommendation, and every candidate seeking to prove his eligibility during the sophomore year must, before the close of that year, meet the following requirements:

A. He must complete six semester-hours of work in education, including Education 54 or 83 (three semester-hours),

with a minimum grade of *B*. The other three semester-hours may consist of any course open to sophomores; General Psychology will be accepted as a satisfactory substitute.

B. He must complete with a minimum grade of *B* a two semester-hour course for the year (one hour each semester) of special reading so planned as to familiarize him with the various types of educational materials available in the library and to cultivate in him the habit of free reading in these materials. He must present not later than May 20 a satisfactory bibliography on some approved topic in education, with a summary of the current discussion of the topic.

VI. **Junior Year.** A. In the junior year the candidate, with the advice and approval of the Departmental Committee, must select at least six semester-hours of work from the courses in education offered in the 100-group, and must make a minimum average of *B* in this work.

B. He should complete any remaining general requirements of work specified for the General Group of studies, including six semester-hours of "Government" if he has not already completed it.

C. He must devote the equivalent of six semester-hours to reading in the works of educational theorists under the direction of the Honors Adviser. This work will include selected reading in the history and theory of education and should give the student an historical perspective of the development of educational theory and the origin of conflicting educational philosophies of the present.

VII. **Senior Year.** A. In the senior year a candidate must elect at least twelve semester-hours from the courses in education offered in the 200-group, in which he must make at least an average grade of *B*.

B. He must devote the equivalent of six semester-hours of work to reading in some chosen field of education under the direction of the Honors Adviser. The fields from which he may choose, subject to the approval of the Departmental Committee, are the following: Elementary Education, Experimental Education and Educational Psychology, History and Philosophy of Education, Public School Administration, Secondary Education, and Educational Sociology. (By arrangement with the Department of Psychology he may do this

reading in General Psychology.) This work will include the preparation of an essay showing an accurate and broad knowledge of what has been done and is in process of being done in the chosen field. (It is probable that reading courses will not be offered in all fields every year. Every candidate for Honors, therefore, should at the close of his junior year confer with the Departmental Committee and make known his wishes as to which reading courses should be organized and offered in his senior year.)

VIII. Alternative Reading Course. With the approval of the Departmental Committee, the candidate may substitute for the reading of the junior or senior year (but not for both years) a course of reading based upon the lectures and other subject-matter of as many as three semester-courses in education or allied departments. Attendance upon the lectures of these courses will be optional with the student; but he must have the permission of the instructor in each course before enrolling as a visitor in his course, and will obtain from the instructor guidance in working out and final approval of a full bibliography of the approved reading. The reading done in connection with these three courses, if in substitution for VII, B above, will serve as the basis for the preparation of an essay as stated in VII, B; and the general subject-matter of the courses, whether elected in substitution for VI, C or VII, B, will be included in the general examination and will count as six semester-hours towards requirements for the bachelor's degree when the general examination has been passed.

IX. General Honors Examination and Graduation with Honors. A. After the completion of this work, the candidate will be given a general examination by the Departmental Committee and such other persons as it may designate, including the member in charge of the field in which the candidate is reading. This examination will cover the work the candidate has done and may deal, also, with the fields covered in the regular courses.

B. A candidate who passes the general required work and also this examination to the satisfaction of the Adviser in charge of the candidate's reading during the senior year and a majority of the members of the Examining Committee, will be recommended to the Dean of the College for graduation with Honors in Education.

THE HONORS COURSE IN ENGLISH

I. Administration. The administration of Honors work in the Department of English rests in the hands of a Departmental Committee composed of the chairman of the department, three other members of the staff including the representative of the department on the University Council, and the Honors Adviser or Advisers chosen by the chairman of the department.

II. Eligibility. A. A student of the freshman class who makes an average of *B* in the work of the year and who is in an *A*-section of English 1-2 in the second semester is eligible to make application to the University Council on Honors for permission to read for Honors in the department of English. Upon the approval of this application by the Departmental Committee and the University Council, the applicant will be assigned the qualifying work of the department for his sophomore year.

B. Upon the recommendation of the Departmental Committee, the University Council on Honors may admit to candidacy for Honors in English a student who desires to begin his Honors work at the opening or at the close of the second semester of the sophomore year.

III. Sophomore Year. A. The content of the course for this year is planned by the Departmental Committee and the instructor in charge with the view of providing a foundation in English Literature for the work of the subsequent years.

B. A student who makes an average of *B* in the qualifying course in English and is recommended by his instructor is eligible to proceed with the Honors work of the junior year.

IV. Junior and Senior Years. A. The fifty-six hours of junior-senior Honors work must be distributed as follows:

1. Eighteen semester-hours of elective courses in English (as provided below) in addition to English 1-2 and the qualifying course of the sophomore year.

2. Twenty-four semester-hours of additional work in related subjects or in English, selected with the advice of the Departmental Committee.

3. Fourteen semester-hours of reading under the direction of Honors Advisers.

B. The eighteen semester-hours of electives referred to above must be chosen from the following groups:

GROUP I

English 125-126 (English Literature, 1798-1832)

English 127-128 (English Literature, 1832-1900)

GROUP II

English 123-124 (Shakespeare)

English 211-212 (English Literature, 1550-1660)

English 215-216 (The Drama of the Elizabethan Period)

English 217-218 (Spenser and Milton)

English 219-220 (English Literature, 1660-1798)

C. All candidates for Honors must take one of the two courses in Group I during the junior year and the course selected must be the same for all candidates. During the senior year they must take two of the five courses in Group II and the courses selected must be the same for all candidates. Only one of these two courses may be chosen from English 211-212, 215-216, and 217-218.

D. All the other junior and senior courses of the department not contained in the above list are open as free electives to Honors students and may be chosen for study by the candidates with the approval of the Departmental Committee.

E. The Honors work of the junior year is as follows:

1. Candidates for Honors in English are eligible for courses 125-126 and 127-128, subject to the limitation indicated in IV, C.

2. In addition, under the supervision of an Honors Adviser, they will pursue a course of independent reading and study in English Literature after 1744. This will be known as the Special Junior Honors Course, and will be reckoned as the equivalent of seven semester-hours.

3. The nature of the work required, together with the method of procedure, in this special Honors Course will be determined by the Departmental Committee and the Honors Adviser.

F. The Honors work of the senior years is as follows:

1. Candidates for Honors in English are eligible for courses 123-124, 211-212, 215-216, 217-218, and 219-220, subject to the limitation indicated in IV, C.

2. In addition, under the supervision of an Honors Adviser, they will pursue a second course of independent reading and study in English Literature before 1744. This will be known as the Special Senior Honors Course, and will be reckoned as the equivalent of seven semester-hours.

3. The nature of the work required, together with the method of procedure, in this special Honors Course will be determined by the Departmental Committee and the Honors Adviser.

V. General Honors Examination and Graduation with Honors. A. Upon the recommendation of the Honors Adviser to the Departmental Committee, candidates will be admitted to the general examination for Honors in English.

B. All candidates who complete satisfactorily the general required work and the Honors Course in English will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in English.

THE HONORS COURSE IN FRENCH

I. Administration. The administration of Honors work in French is in the hands of the Departmental Committee, composed of the chairman of the Department of Romance Languages and three other members of the staff, including the representatives of the department on the University Council and the Honors Advisers chosen by the chairman of the Departmental Committee.

II. Eligibility. A. A student of the freshman class taking French 3-4 or a higher course and making an average of *B* in this course may apply to the University Council for permission to read for Honors in French.

B. Upon the recommendation of the Departmental Committee, the University Council may, at the beginning of the second semester of the sophomore year, admit as candidates for Honors in French those applicants who are taking French 5-6 and maintaining an average of *B* in this course.

III. Sophomore Year. A. If a student's application is approved by the Departmental Committee and the University Council, he will take French 51-52 or a higher course in French in the sophomore year.

B. In addition, the work of this year will consist of one of the two following courses, as directed by the Departmental Committee:

1. French 25-26.

2. Reading, in the original, one substantial work of French literature during the first semester and twice this amount during the second semester, and reading in French or English two substantial works each semester on topics chosen from the following: French geography, history (especially social and cultural), biography, institutions, and art. This work will be directed by the Honors Adviser.

IV. Junior Year. Students reading for Honors in French will, in the junior year, take two courses in French each semester, including three hours of language training and six hours devoted to the systematic study of a period of French literature. They will likewise do systematic reading under the Honors Adviser equivalent to three semester-hours each term.

V. Senior Year. Students reading for Honors in French will, in the senior year, take two courses in French (twelve semester-hours) of senior-graduate grade, if available. Three semester-hours of this work must be devoted to the study of the language. They will also do independent reading in French equivalent to six semester-hours under the Honors Adviser.

VI. General Honors Examination and Graduation with Honors. A. The general examination required of all Honors students in French, at the close of the senior year, may be oral or written and oral. It will cover broadly the whole course in French—language and literature.

B. Candidates who complete satisfactorily the general required work and the Honors Course in French will be recommended to the Dean of the College for graduation with Honors in French.

THE HONORS COURSE IN GERMAN

I. Administration. Honors work in German is administered by the Departmental Committee, which consists of the department's representative on the University Council and two members of professorial rank appointed by the chairman of the department.

II. Eligibility. A. In order to become a candidate for Honors in German a student must have begun the study of the language not later than the freshman year in college.

B. A student who has attained a grade of *A* or *B* in his freshman year in German 1-2 or a higher course (equivalent courses in secondary schools or in other colleges may be presented as substitutes) is eligible to apply to the Departmental Committee for permission to read for Honors in German, provided that his general average for all college work at the time of application is not below *C*. This application should be made toward the end of the freshman year and may not be made later than the end of the sophomore year.

C. As soon as an applicant has been notified of his acceptance as a candidate for Honors in German, he will confer with the chairman of the Departmental Committee, who will assist him in his selection of courses for the ensuing year.

III. Sophomore Year. A. During his sophomore year the candidate who has completed only German 1-2 will take German 3-4 in a special Honors section and must attain a grade of at least *B* in order to continue as an Honors student.

B. During his senior year the candidate will take such its equivalent in the freshman year, or in a secondary school, with a grade of at least *B* will consult with the chairman of the Departmental Committee concerning the selection of his courses for the sophomore year.

IV. Junior Year. A. At the beginning of the junior year the candidate's work will be placed under the general supervision of a Junior Honors Adviser chosen by the Departmental Committee, who will consult with the candidate at least once a week and supervise his Honors reading. The Honors reading may begin this year, if the candidate's time permits.

B. During his junior year the candidate will take such courses as have been selected after consultation with the chairman of the Departmental Committee.

V. Senior Year. A. At the beginning of the senior year the candidate's work will be placed under the general supervision of a Senior Honors Adviser chosen by the Departmental Committee, who will consult with the candidate at least once a week and supervise his Honors reading and the writing of his Honors essay.

B. During his senior year the candidate will take such courses as have been selected after consultation with the chairman of the Departmental Committee.

VI. Requirements for Graduation. A. In order to graduate with Honors in German, the candidate, with the advice and approval of the Departmental Committee, must have distributed the fifty-six hours of Honors study as follows:

1. Thirty semester-hours in German. German 3-4 may be included here. The candidate must maintain at least an average of *B* in each course of this subdivision.

2. Twelve semester-hours in German or in allied departments. The courses in this subdivision must be chosen from the 100- or 200-groups. An average grade of *B* must be maintained in each of these courses.

3. Fourteen semester-hours in supervised reading, culminating in the writing of an Honors essay. The fourteen hours devoted to supervised reading will be based on a syllabus issued by the Departmental Committee. The candidate will report to his Junior or Senior Honors Adviser once a week on this reading.

B. The candidate must present to the Departmental Committee an essay, not exceeding 7500 words in length, based on his special reading. The subject of the essay will be selected with the advice and approval of the candidate's Senior Honors Adviser and must be reported to the chairman of the Departmental Committee not later than October 1 of the senior year. The acceptance of the essay by the Departmental Committee is a necessary prerequisite to admission to the general Honors examination.

VII. General Honors Examination and Graduation with Honors. A. A general written examination, and a general oral examination, based principally on the fields covered by the candidate's courses and reading, but presupposing a general knowledge of the development of German culture and civilization and a practical ability in the use of the German language, will be conducted during May of the senior year by the Departmental Committee.

B. A candidate who passes the general required work and also these examinations to the satisfaction of the Departmental

Committee will be recommended to the Dean of the College for graduation with Honors in German.

THE HONORS COURSE IN GREEK

I. **Administration.** The Honors course in the Department of Greek is under the management of the Departmental Committee, consisting of the head of the department and of other members of the department appointed by him.

II. **Eligibility.** A student is eligible to apply to the University Council on Honors for permission to read for Honors in Greek *either* (a) at the end of the freshman year, if he has made a grade of at least *B* in Greek 1-2 or in some higher course in the Greek language (in the event that he entered college with credits in Greek); *or* (b) at the end of the sophomore year, if he has made a grade of at least *B* in Greek 3-4 or its equivalent or in a more advanced course.

III. **Sophomore Year.** A. For students who begin Greek in college, the qualifying work of the sophomore year is Greek 3-4. Those who have advanced standing in Greek will take a higher course. The Departmental Committee must approve all credits brought from other institutions.

B. Candidates for Honors in Greek are advised to take Latin in their freshman year or as soon thereafter as practical.

IV. **Junior and Senior Years.** A. The fifty-six semester-hours of Honors work in Greek are distributed as follows:

1. Twenty-six semester-hours in the Greek department, including the qualifying work of the sophomore year (Greek 3-4) and a two semester-hour course in Greek prose composition (Greek 117-118).

2. Twelve semester-hours of work done under an Honors Adviser, consisting of reading in the literature, reports on assigned topics, and elementary investigations.

3. Eighteen semester-hours in related departments or in Greek.

B. Candidates for Honors in Greek are advised to take German and French as their required languages.

V. **General Honors Examination and Graduation with Honors.** A. At the end of the senior year candidates for Hon-

ors in Greek must take a general examination on the subject-matter covered by their studies in Greek. The Examining Committee is the Departmental Committee or one appointed by it.

B. Candidates who complete the general required work and satisfy the Examining Committee will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in Greek.

THE HONORS COURSE IN HISTORY

I. **Administration.** The administration of the Honors work in the Department of History is in the hands of a Departmental Committee consisting of the members of the department who are designated the Honors Advisers in charge of the reading in (a) Historiography and Classical Historians, (b) American History, (c) European History.

II. **Eligibility.** Students who have made an average grade of *B* or better in History 1-2 and who are recommended favorably by their instructors in that course are eligible to read for Honors in history. Such students should make application to the University Council, through the chairman of the Departmental Committee, toward the end of the freshman year, and may not do so later than the close of the sophomore year.

III. **Sophomore Year.** History 91-92 (American History) is required in the sophomore year of all candidates for Honors in history. In this course the Honors student will be assigned special additional work to fit his individual needs. A student will not be allowed to pursue further the Honors work in history unless he makes a record of *B* or better in this course and is recommended by his instructor as a suitable candidate for Honors. In addition to History 91-92, History 65-66 or six semester-hours of related work may be taken in the sophomore year.

IV. **Junior Year.** In the junior year the candidate, with the advice and approval of the Departmental Committee, must select at least twelve semester-hours of work from the courses in history offered in the 100-group and must make an average grade of *B* or better in this work.

V. **Senior Year.** A. In the senior year a candidate must elect at least six semester-hours from the courses in history

offered in the 200-group, and must make an average grade of *B* or better in this work.

B. He will also devote the equivalent of six semester-hours of his time to reading in the classical historians under the direction of a member of the Departmental Committee. This work will include selected readings in the History and Philosophy of History and in such authors as Herodotus, Thucydides, Livy, Tacitus, Bede, the better-known medieval chroniclers, Machiavelli, Commynes, Gibbon, Hume, Voltaire, and Ranke.

C. He will also devote the equivalent of eight semester-hours of work to reading in either American or European history under the direction of a member of the Departmental Committee, and will prepare an essay on some subject in his field involving the use of familiar authors and some reference to sources.

VI. Distribution of Honors Work. The fifty-six hours of Honors work must be distributed as follows:

A. Twenty-four to thirty semester-hours of elective courses in history, in addition to History 1-2.

B. Twelve or eighteen semester-hours of additional work in related subjects or in history, selected with the advice of the Departmental Committee.

C. Fourteen semester-hours of reading under the immediate direction of the members of the Departmental Committee, without the requirement of the usual class attendance.

VII. General Honors Examination and Graduation with Honors. A. After the completion of the Honors work, the candidate will be given an oral examination by a committee of three, consisting of the member of the departmental committee in immediate charge of the field in which the candidate is reading and two other members of the department chosen by the Departmental Committee. This examination will cover the work the candidate has done in his free time and may deal also with the fields covered in his regular courses.

B. A candidate passing the general required work and this examination to the satisfaction of the majority of the members of the Examining Committee will be recommended to the Dean of the College for graduation with Honors in History.

THE HONORS COURSE IN MATHEMATICS

I. Administration. A. The Honors work in the Department of Mathematics is administered by the Departmental Committee, consisting of the chairman of the department and three other members of the staff, including the representative of the department on the University Council,—all of whom are appointed by the chairman of the department. The Departmental Committee will appoint Honors Advisers for students reading for Honors in mathematics.

B. Special reading courses are given for Honors students, supplementary to any of the regular courses designated by the Departmental Committee. The content of such courses and the method of procedure in them will be determined by the Departmental Committee and the Honors Advisers. Written reports and papers of an expository nature will be required.

C. Candidates for Honors in mathematics should have a practical reading knowledge of French and German. Therefore it may be necessary that they take their required language work in French and German. Physics should be taken as one of the required courses in science.

II. Eligibility. A student may make application to the University Council on Honors for permission to read for Honors in the Department of Mathematics, *either* (1) at the end of his freshman year, if he has made an average of *B* or better in his required freshman mathematics and has been recommended by the Departmental Committee; or (2) at the end of his sophomore year, if he has completed seven semester-hours of sophomore mathematics with an average of *B* or better, and has been recommended by the Departmental Committee.

III. Sophomore Year. A. During the sophomore year a candidate reading for Honors in mathematics must complete, with an average of *B* or better, a minimum of seven semester-hours, chosen from the regular courses in the catalogue numbered from 5 to 30 inclusive.

B. He must also complete, with a grade of *B* or better, at least one semester-hour in a special reading course supplementary to his regular courses.

IV. Junior Year. A. During the junior year a candidate reading for Honors in mathematics must complete, with an

average of *B* or better, a minimum of twelve semester-hours, chosen from the regular courses in the catalogue numbered from 30 to 285 inclusive.

B. He must also complete, with a grade of *B* or better, at least one semester-hour in a special reading course supplementary to his regular courses.

V. **Senior Year.** A. During his senior year a candidate reading for Honors in mathematics must complete, with an average grade of *B* or better, a minimum of six semester-hours chosen from the regular courses in the catalogue numbered from 201 to 285 inclusive. If a candidate's program permits, he is advised to take twelve semester-hours.

B. He must also complete, with a grade of *B* or better, at least one semester-hour in a special reading course supplementary to his regular courses.

C. Further, he will meet his Honors Adviser in frequent informal discussions, the object of which will be to coördinate his earlier courses and to prepare him for the general examination.

VI. **General Honors Examination and Graduation with Honors.** A. At the end of the senior year each candidate reading for Honors in mathematics must take a general examination on the subject-matter covered by his courses in mathematics. The Examining Committee will be appointed by the Departmental Committee. Faculty members from other departments or other institutions may be invited to participate in this examination.

B. All candidates who complete the general required work and the Honors Course to the satisfaction of the Examining Committee and the Departmental Committee will be recommended by the department to the Dean of the College for graduation with Honors in Mathematics.

THE HONORS COURSE IN PHILOSOPHY

I. **Administration.** Honors work in the Department of Philosophy is administered by the Departmental Committee, consisting of all the full professors in the department.

II. **Eligibility.** A student may register as a candidate for Honors in philosophy *either* (1) at the close of his freshman

year if he has obtained in that year an average grade of *B* in all of his work; *or* (2) at the close of his sophomore year if he has obtained during that year grades of *A* or *B* in courses which in the judgment of the Departmental Committee justify his admission as a candidate for Honors in philosophy.

III. Sophomore, Junior, and Senior Years. A. A candidate for Honors will be required to complete courses in all the main branches of philosophy in which instruction is given in the department,—more specifically as follows: one or more courses of a total of not less than six semester-hours in psychology; Logic or Methodology of Science; the Philosophy of Conduct; the Philosophy of Art (or the History of Aesthetics); the Philosophy of Religion; and the History of Philosophy,—making a total of thirty-six semester-hours.

B. He must also complete courses of instruction totaling not less than six semester-hours in one of the following subjects: advanced mathematics, advanced physics, advanced biology, psychology, sociology, economics or political science, the Psychology of Religion, or the History of Religions.

C. He must also pursue a course of reading and receive instruction in a particular branch of philosophy, or in detailed study of the works of a particular philosopher, under the supervision of a professor in the department. This work will be the equivalent of fourteen semester-hours.

D. In the event of the total of the general required courses plus the total of the courses required under A, B, and C above falling short of the total semester-hours required for graduation, the candidate will complete his schedule with free electives subject to the approval of the Departmental Committee.

IV. General Honors Examination and Graduation with Honors. A. Each candidate for Honors in philosophy will be required to submit to a general examination at the end of his senior year.

B. If the candidate completes the general required work and passes satisfactorily the general Honors examination, the Departmental Committee will recommend him to the Dean of the College for graduation with Honors in Philosophy.

THE HONORS COURSE IN PHYSICS

I. Administration. Honors work in the Department of Physics is administered by a Departmental Committee composed of the chairman of the department and four other members of the staff.

II. Eligibility. A. A student is eligible to make application for permission to read for Honors in physics if he satisfies the following requirements:

1. *Either* he must obtain a minimum grade of *B* in the work of each semester in Physics 1-2, and be in the A-section of Physics 1-2 during the second semester; *or*, he must obtain a minimum grade of *B* in the work of each semester in Physics 53-54.

2. He must be recommended by the instructor of his first year's college course in physics.

3. *Either* he must obtain a minimum grade of *B* in College Algebra and in Trigonometry; *or*, he must obtain a minimum grade of *B* in six semester-hours of mathematics approved by the Departmental Committee.

B. A student transferring from another institution must present evidence which formally satisfies the requirements set forth in 1, 2, and 3 above. This, together with other information available to the Departmental Committee, will constitute the basis of its judgment concerning the fitness of the applicant for the Honors Course in physics.

C. Application for admission to the Honors Course should be made at the end of the freshman year or at the close of the first semester of the sophomore year; but no application may be made after the close of the sophomore year.

III. Sophomore Year. A student who satisfies the above requirements during his freshman year and who is approved for Honors work by the Departmental Committee and the University Council on Honors should take, in his sophomore year, some of the following courses in mathematics: analytical geometry, differential calculus, integral calculus. He will be required to complete all of these courses by the end of the junior year.

IV. Junior Year. In addition to the required courses in mathematics the Honors candidate must complete the following courses in physics:

	S.H.
Mechanics and Heat	6
Electricity and Light	6
Physical Measurements and Problems	6

V. **Senior Year.** A. In the senior year the Honors candidate must complete two of the following courses:

	S.H.
Analytical Mechanics	6
Physical Optics and Modern Physics	6
Electricity and Magnetism	6

B. The quality and quantity of the work required of the Honors candidate in physics will be higher and greater than that expected of the general student. The achievement of the Honors candidate in these particulars will be tested from time to time by the Honors Adviser.

VI. **Special Work under the Supervision of the Honors Adviser.** A. The work of the candidate under the supervision of the Honors Adviser will begin as soon as the candidate enters upon the Honors Course. The Honors Adviser will serve as general counselor on all phases of the candidate's work and will supervise a series of assigned readings in physics. In addition, he will arrange with the departmental staff for the performance by the student of a limited number of elementary physical investigations. These investigations will be selected from the various fields of physics and will be of a more comprehensive character than the routine laboratory experiments. Both in the reading and in the experimental work a survey of the classical and modern aspects of physics will be made. Only under the most unusual circumstances will an Honors candidate be permitted to undertake or assist in original research, and then only with the approval of the Departmental Committee.

B. The Honors Adviser will further supervise the preparation of the Honors candidate for the general examinations to be given at the end of the senior year. A written report of the additional experimental work, prepared under the direction of the Honors Adviser, must be submitted for approval at the beginning of the general examination period.

C. A credit of eight semester-hours will be given for the work done under the supervision of the Honors Adviser.

VII. General Recommendations and Individual Requirements. A. It is recommended that the Honors candidate satisfy the language requirements of the general group by taking German and French. He is also advised to take Chemistry 1-2 in satisfying the science requirements of the general group.

B. In certain specific instances the Honors candidate may be required to take differential equations, or may be recommended to take work in physical chemistry. The judgment of the Departmental Committee in such cases will be based on the qualifications and needs of the candidate.

VIII. General Honors Examination and Graduation with Honors. A. Upon the recommendation of the Honors Adviser to the Departmental Committee, candidates will be admitted to the general examination in physics, which will be both oral and written.

B. All candidates who complete the general required work and the Honors course in physics will be recommended to the Dean of the College for graduation with Honors in Physics.

THE HONORS COURSE IN PSYCHOLOGY

I. Administration. Honors work in the Department of Psychology is administered by the Departmental Committee, consisting of all the members of the department above the rank of instructor. The Departmental Committee will appoint Honors Advisers for students reading for Honors in psychology.

II. Eligibility. A student may apply for permission to read for Honors in psychology at the end of the freshman or sophomore year, subject to the following requirements:

A. In order to apply at the end of the freshman year he must have an average grade of not less than *B* in all of his work during that year.

B. In order to apply at the end of the sophomore year he must have made a grade of at least *B* in both Psychology 101 and Psychology 102 and be recommended by the instructors of those courses. Students who have transferred from other institutions must present similar grades in six semester-hours of work in equivalent courses. A student who has not taken these courses may still apply at this time, provided he has a sufficient number of grades of *A* and *B*, is recommended by the Depart-

mental Committee, and completes during the summer two courses in psychology with a grade of not less than *B* in each.

III. Sophomore Year. The applicant who is permitted, at the close of the freshman year, to read for Honors in psychology must take Psychology 101 and Psychology 102 during the sophomore year.

IV. Junior and Senior Years. A. In addition to Psychology 101 and Psychology 102, the student is required to complete advanced courses in the different fields of psychology offered in the department to the extent of eighteen semester-hours.

B. The following courses in allied departments must be completed with a grade of *B* or better: General Zoölogy (Biology 1-2, eight semester-hours), which is to be taken preferably in the sophomore year and not later than the junior year; Physiology (Biology 152, four semester-hours); and the History of Science (three semester-hours).

C. The candidate will be assigned special reading, or reading and experimental work, in consultation with a member of the department, on a topic or problem approved by the Departmental Committee. At the end of the senior year the candidate must submit a written report on this work to the Committee. This part of the Honors work will count as six semester-hours of credit.

V. General Requirements. A. It is strongly urged that candidates for Honors in psychology complete the general required work for graduation by the end of the sophomore year.

B. Elective work must be chosen largely from allied fields, preferably biology, philosophy, sociology, and educational psychology.

VI. General Honors Examination and Graduation with Honors. A. Upon the completion of the above requirements to the satisfaction of the Departmental Committee, the candidate will, at the close of the senior year, be admitted to the general examination by the Committee. The examination will cover the whole field of psychology, with particular emphasis on the field in which the candidate has done special reading.

B. Upon the completion of general required work and the passing of the Honors examination, the candidate will be excused from final examinations in courses in the department and

will be recommended to the Dean of the College for graduation with Honors in Psychology.

THE HONORS COURSE IN RELIGION

I. Administration. The administration of Honors work in the Department of Religion is in the hands of a Departmental Committee composed of the chairman of the department and three other members of the staff, including the representative of the department on the University Council and the Honors Adviser or Advisers.

II. Eligibility. A. A student of the freshman or sophomore class who is taking Religion 1-2 or a higher course in religion and is making a grade of *B* or better in it, may make application to the University Council for permission to read for Honors in religion, provided the grade in no subject of his freshman or sophomore year is lower than *C*. Upon approval of this application by the Departmental Committee and the University Council, the applicant will be assigned the Honors work of the department for the following year.

B. Upon the recommendation of the Departmental Committee, the University Council on Honors may admit to candidacy for Honors in religion a student who desires to begin his Honors work at the opening or at the close of the second semester of the sophomore year.

III. Sophomore Year. A. The content of the Honors work of the sophomore year is planned so as to prepare for such subsequent major differentiation in the field of religion as the interests and capacities of the student make advisable; it will include supervised reading in this field, credit for which is not to exceed two semester-hours.

B. During the sophomore year the language needs for further specialization in the field of religion must be anticipated. Where a beginning has not already been made in the appropriate languages, it will be made at this time.

C. Promotion to the Honors work of the junior year is conditioned by the grade attained in the sophomore year. The minimum grade acceptable for such promotion is *B*.

IV. Junior Year. A. In the junior year the candidate, in addition to completing the general requirements, will select with

the advice and approval of the Departmental Committee at least twelve semester-hours of work from the courses in religion offered in the 100-group and, by permission of the Graduate Council, in the 200-group, and must make a minimum average grade of B in this work.

B. In addition to these courses the candidate will pursue a course of independent reading under the supervision of an Honors Adviser. Credit for this independent reading is not to exceed four semester-hours.

V. **Senior Year.** A. In the senior years the candidate, with the advice and approval of the Departmental Committee, will elect at least six semester-hours from courses in religion offered in the 200-group, and must make a minimum average grade of B in this work.

B. The work of the senior year will include independent reading, equivalent to at least six semester-hours, pursued under an Honors Adviser. The remaining free time in the senior year shall be used as the Departmental Committee may direct through an Honors Adviser or Advisers. It may be taken up in part in regular courses of senior-graduate level; but it must include a course of independent reading and study, under an Honors Adviser, in a particular branch of the field of religion.

VI. **General Honors Examination and Graduation with Honors.** A. Upon passing with a minimum average grade of B all subjects pursued under instructors in regular courses of the senior year, and upon recommendation of the Honors Adviser or Advisers under whom the candidate has pursued independent reading and study, the candidate will be admitted to the general examination for Honors in religion.

B. Candidates completing satisfactorily the general required work and the prescribed Honors course in religion and also passing the general examination will be recommended by the chairman of the department to the Dean of the College for graduation with Honors in Religion.

THE HONORS COURSE IN ZOOLOGY

I. **Administration.** Honors work in the zoölogy division of the Department of Biology is administered by the Departmental

Committee, composed of three members appointed by the head of the department. Honors Advisers may be appointed in the same way.

II. Eligibility. A. A student who has passed Zoölogy 1-2 with a grade of *B*, and all other work with at least a grade of *C*, may inform his instructor, who will transmit the request to the Departmental Committee. The Committee will review the applications of all students meeting the above requirements and transmit to the University Council on Honors the names of those recommended for entrance upon Honors work.

B. A student may begin his Honors work either at the end of the freshman or of the sophomore year.

III. Related Work—Sophomore Year. A. A student in the Honors course must take eight semester-hours in each of the following departments, and pass them with an average grade of *B* or better: Botany, Chemistry, Physics.

B. If a student begins his Honors work in the sophomore year, the related work should be completed as far as possible in this year. He may also begin his advanced work in zoölogy. A student who enters at the end of the sophomore year should have completed some of the related work at the same time he is taking Zoölogy 1-2. Other courses may be deferred until later.

IV. Junior and Senior Years. The Honors work is divided into two groups:

A. Each student must take at least twenty-four semester-hours from the list of scheduled courses in zoölogy. These courses are pursued in the regular classes,—though additional work may be required in each,—and must be passed with at least a grade of *B*.

B. *Reading courses and problems.* Each student will take reading courses in such fields as History of Zoölogy, Theories of Zoölogy, or in special fields; or he may undertake a special problem; or both reading and problems may be carried on. This work will count for eight semester-hours. He will report to his Honors Adviser regularly for conference on this work; he may be asked to prepare written reports on the reading courses; and he must make such a report on his problem.

V. General Honors Examination and Graduation with Honors. A. Each student must take the regular examinations

for all the courses pursued at the time scheduled. A general examination on the entire field must be passed. The Examining Committee will be the Departmental Committee and such Honors Advisers as have been concerned with his Honors work. Before being allowed to take the general examination, he must present a written report upon his problem and such written reports upon his reading as may be required.

B. All candidates who complete the general required work and pass satisfactorily the general examinations will be recommended by the Departmental Committee to the Dean of the College for graduation with Honors in Zoölogy.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

GENERAL REGULATIONS

The general regulations governing the requirements for the degree of bachelor of science are the same as those for the degree of bachelor of arts.

SPECIAL REGULATIONS

The following special rules applying to the selection of courses are authorized by the Faculty:

No senior may take for graduation credit any course primarily open to freshmen; and no junior may take for graduation credit more than one course primarily open to freshmen. A list of these courses is published in the *BULLETIN* under *Courses of Instruction*.

Not more than one course of six or eight semester-hours of credit in final fulfillment of the requirements for the degree of bachelor of science in Duke University may be done in another institution of approved standing, and this course must first be approved by the head of the department concerned and by the Dean.

MINIMUM UNIFORM REQUIREMENTS FOR ALL GROUPS

The following requirements are authorized for all groups:

	S.H.
English Composition*	6
Natural Science**	16
Economics, History, or Political Science***	6

* This requirement is normally met by the completion of English 1-2. However, a freshman who satisfies the Department of English of his superior ability in composition may substitute another English course for English 1-2. If a student fails to pass English 1-2 with a grade of C or better, he must complete three additional semester-hours of composition.

** All candidates for the degree of bachelor of science must complete eight semester-hours in each of two elementary sciences.

*** A student who does not present for entrance two acceptable units of history (exclusive of other social science work) must take history as his required work; otherwise, he may fulfill this requirement in any one of the three subjects.

French**** (second college year)	6-12
German**** (second college year)	6-12
Mathematics	6
Religion	6

Of these minimum requirements, at least three courses, including English and foreign language, should be taken in the freshman year, and all of them, except foreign language and religion, by the end of the sophomore year.

The courses primarily open to freshmen and the courses that will satisfy the requirements in history, science, and religion are listed under *Courses of Instruction*.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE GROUP I

GENERAL

Students who choose this group are required to complete the minimum uniform requirements for graduation; forty-eight semester-hours in the division of mathematics, psychology, and natural science, of which not less than twenty-four nor more than thirty-two semester-hours may be taken in a major department; and free elective work sufficient to complete, with an average grade of "C," the one hundred and twenty-two semester-hours necessary for graduation.

The student's major work must be in botany, chemistry, forestry, mathematics, physics, psychology, or zoölogy.

Not more than eight semester-hours of free electives may be taken in the major department.

On or before May 1 of each year every freshman in the general group should designate his major department in the division and arrange under the guidance of an instructor in the major department his program of studies for the following year. The student is at liberty to choose for his counsellor any instructor in his major department who gives advanced courses. He should obtain the instructor's written approval of all courses selected in the division before submitting his program to the Dean for final action. In like manner, upperclassmen will check their courses in the division each year with representatives of their major department.

**** All candidates for the degree of bachelor of science must complete at least the second year of both college French and college German or their equivalent as determined by examination.

GROUP II

PRE-FORESTRY

This group of studies is designed for students who enter college with the purpose of going into forestry as their profession after graduation. The first three years are given very largely to fundamental and auxiliary subjects basic to a proper understanding of the more highly specialized work in technical forestry, which requires two or three additional years, depending upon the student's choice and the quality and amount of work that he does.

Students who are planning to become foresters and who have satisfactorily completed the work of the freshman, sophomore, and junior years of the pre-forestry curriculum will be required to take the summer field work consisting of six weeks of surveying and six weeks of forestry before they can continue in certain advanced forestry courses. The required work consists of the minimum uniform requirements and the courses specified below. Specified courses in elementary science and in mathematics may be taken also in fulfillment of the minimum uniform requirements.

The following arrangement of specified courses is recommended for the students electing this group :

Freshman Year : Botany 1-2, Engineering Drawing, Physics 1-2.

Sophomore Year : Botany 104, Botany 52, English Composition or Technical Writing (3 hours), Geology (or elective), Mathematics (through trigonometry, 6 hours).

Junior Year : Botany 152, Botany 156, Chemistry 1-2, Principles of Forestry, Forest Tree Characteristics and Identification.

Summer Field Work, 12 weeks (to include six semester-hours of Surveying 110-111 and six semester-hours of Forest Surveying and Forest Mensuration) is prerequisite to certain advanced courses in forestry. The work in Forest Surveying and Forest Mensuration will probably not be offered before the summer of 1935.

Senior Year : The minimum uniform requirement in religion and history or economics and political science is recommended for the senior year. The other courses are elective, mainly in forestry.

All elective courses should be selected in consultation with the Forestry Staff.

Students entering without any foreign language must take the second year of one foreign language and the first year of the other foreign language in the sophomore year.

If the student fails to present two entrance units in history, he must take history as his required subject; otherwise, he should take economics.

Qualified students who desire to obtain professional training in forestry in one additional year of graduate study are advised to consult the Forestry Staff (see *Special Bulletin* concerning suggested six and five-year plans).

GROUP III

HONORS

The purpose of this group is to provide superior students with the opportunity for intensive and independent study in particular branches of knowledge. The basis of admission to this group is recommendation after the freshman or sophomore year. A student wishing to do honors work normally enters the general group in the freshman year. At the end of the year (in some departments at the end of the sophomore year), he may be recommended as being able to do honors work in a particular department. The student may then choose to pursue the honors course in the department recommending him and to qualify to graduate in the honors group.

The required work in the honors group consists of the minimum uniform requirements, fifty-six semester-hours of work in the honors and related departments, and elective work sufficient to complete the semester-hours necessary for graduation in departments other than the honors department.

For a description of honors courses, together with a statement of the plan of admission to them, the student should consult the *BULLETIN of Honors Courses in Duke University*.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GENERAL STATEMENT

The studies for the degree of bachelor of science in civil, electrical, or mechanical engineering are designed for students who are preparing for civil, electrical, or mechanical engineering as a profession, and lead to the following degrees: B.S. in C.E., B.S. in E.E., and B.S. in M.E.

Each of these degrees requires one hundred and thirty-eight semester-hours of work of which one hundred and twenty-two must be completed with an average grade of "C." Six semester-hours of electives must be taken in the department of economics and political science and six semester-hours in religion. If a foreign language is elected, it must be taken two years unless a student has sufficient entrance credits to enable him to pursue a more advanced course.

Prospective students in engineering should note that immediately after the final freshman examinations in May or June they are required to attend a three-weeks' course in plane surveying given under the direction of the Summer School.

ADMISSION TO ENGINEERING COURSES

An applicant for admission to the freshman class in engineering must have completed at least fifteen units of preparatory work, partly in required and partly in elective subjects. A unit represents a year of work in a subject in an accredited secondary school, provided the work done in that subject is approximately one-fourth of the annual amount of work regularly required in the school.

Due to lack of uniformity in various states as to the subject matter covered by the various units in algebra and the consequent variation in the work done by freshmen in advanced algebra, it has become necessary to adopt the College Entrance

Examination Board's definition of these units and to require each prospective student to take a placement examination in algebra during Freshman Week. Students who validate by examination one and one-half units (algebra through quadratics, binomial theorem and progressions) which are offered for admission or two units (algebra through quadratics, binomial theorem, progressions, simultaneous equations in three unknowns, graphs, exponents and radicals, and logarithms) will be placed in Mathematics 9-10 (5 hours a week, each semester). Those who validate by examination only one unit of the offering in algebra (*i.e.*, to quadratics) will be placed in Mathematics 11-12 (6 hours a week, each semester). Those who do not validate by examination at least one unit of their offering in algebra will not be allowed to pursue a course in engineering. Certificates from the College Entrance Examination Board (431 W. 117th Street, New York) will be accepted in lieu of the placement examination. Prospective students may gain a general idea of the type of examination to be given here from old examinations of the College Board published by Ginn and Company, New York.

Required Units

English	3 units
German or French or Latin	2 units
Physics or Chemistry (required Sept. 1932 and after)	1 unit
History	1 unit
*Algebra	1½ or 2 units
Plane Geometry	1 unit

Elective Units

In addition to the above required units, sufficient elective units must be offered to make a total of fifteen. It is recommended that these electives be chosen from the following lists:

*Algebra (College Board "B")	½ unit
Solid Geometry	½ unit
*Trigonometry	½ unit
†German or French or Latin or Spanish or Greek	1 to 4 units

* Examination required to validate offering.

† One elective unit in any of the above languages will be accepted for admission provided the language requirement has been satisfied without it. As many as four units will be accepted in any one of these languages.

History or Civics (not the required unit) 1 to 3 units
 Physics or Chemistry or Biology (not the
 required unit) 1 or 2 units

For other elective units see the list of elective units acceptable for the A.B. degree.

GROUPS OF STUDIES FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL, ELECTRICAL, OR MECHANICAL ENGINEERING

GROUP I

CIVIL ENGINEERING

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
	S.H.		S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 2-6	3
Physical Education		Physical Education	
	<hr/>		<hr/>
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Elective	3	Elective	3
Mathematics 55	4	Mathematics 100	4
Physics 61	5	Physics 62	5
Surveying 11	2	Mechanics 8	5
Highways 15	3	Physical Education	
Physical Education			<hr/>
	<hr/>		17
	17		

Junior Year

Strength of Materials 107.....	4	Hydraulics 108	4
Curves and Earthwork 113.....	2	Curves and Earthwork 114.....	2
Structures 131	4	Structures 132	4
Highways 117	2	Materials 118	2
Engineering Elective	3	Engineering Elective	3
Elective	3	Elective	3
	<hr/>		<hr/>
	18		18

Senior Year

Hydraulic Eng. 123	4	Hydraulic Eng. 124	4
Concrete 133	3	Concrete 134	3
Railroads 119	3	Railroads 120	2
Seminar 137	1	Astronomy 112	2
Electives	6	Seminar 138	1
	—	Electives	6
	17		—
			18

GROUP II

ELECTRICAL ENGINEERING

Freshman Year

FIRST SEMESTER

SECOND SEMESTER

	S.H.		S.H.
Chemistry 1	4	Chemistry 2	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 4-6	3
Physical Education		Physical Education	
	—		—
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Physics 61	5	Physics 62	5
Elective	3	Elective	3
Mathematics 55	4	Mathematics 100	4
Steam Engineering 85.....	2	Mechanics 8	5
Mechanism 81	2	Physical Education	
Physical Education			—
	—		17
	16		

Junior Year

Prin. of Elec. Eng. 151	4	Prin. of Elec. Eng. 152	4
Strength of Materials 107.....	4	Hydraulics 108	4
Differ. Equations 231	3	Elec. Measurements 102	3
Heat Eng. 187	3	Heat Eng. 188	3
M. E. Lab. 199	1	M. E. Lab. 200.....	1
Elective	3	Elective	3
	—		—
	18		18

Senior Year

Adv. D. C. Mach. 155	3	Alt. Cur. Machinery 258	6
Adv. Alter. Currents 257.....	3	Elec. Power Stations 158	3
Elec. Power Transmission 159..	3	High Freq. Currents 262	3
High Freq. Currents 261	3	Electives	6
Electives	6		—
	18		18

GROUP III

MECHANICAL ENGINEERING

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
	S.H.		S.H.
Chemistry 1	4	Chemistry 1	4
English	3	English	3
Mathematics 9 or 11	5	Mathematics 10 or 12	5
Drawing 1-5	3	Drawing 4-6	3
Physical Education	—	Physical Education	—
	15		15

Three weeks of Surveying 10 in summer. Credit, 3 semester-hours.

Sophomore Year

Elective	3	Elective	3
Mathematics 55	4	Mathematics 100	4
Physics 61	5	Physics 62	5
Mechanism 81	2	Mechanics 8	5
Steam Engineering 85	2	Constructive Processes 80	1
Constructive Processes 79	1	Physical Education	—
Physical Education	—		18
	17		

Junior Year

Strength of Materials 107.....	4	Hydraulics 108	4
Machine Design 183	3	Machine Design 184	3
Heat Engineering 187	3	Heat Engineering 188	3
M. E. Laboratory 189	2	M. E. Laboratory 190	2
Electrical Engineering 153.....	3	Electrical Engineering 154	3
Elective	3	Elective	3
	18		18

Senior Year †

Power Plants 191	3	Power Plants 192	3
M. E. Laboratory 193	2	M. E. Laboratory 194	2
Heating and Ventilation 195	3	Refrigeration 196	3
Aeronautics 197	3	Inter. Combust. Engines 198 ...	3
Electives	6	Electives	6
	<hr/>		<hr/>
	17		17

† Will be offered in 1933-1934.

COURSES OF INSTRUCTION

Note: Courses primarily for freshmen are numbered from 1 to 49; those primarily for sophomores are numbered from 50 to 99; those primarily for juniors and seniors from 100 to 199; those primarily for seniors and graduates from 200 to 299. The amount of credit for each course is given in semester-hours following the description of the course.

The designation (w) or (E) indicates that the course is to be given on the West Campus or on the East Campus. The designation (w & E) indicates that the course will be given on each campus.

Odd-numbered courses are offered in the fall semester and even-numbered courses are offered in the spring semester. Double numbers indicate that the course is a year course and must be continued throughout the year if credit is received.

COURSES OPEN PRIMARILY TO FRESHMEN

Botany 1-2	History 1-2
Chemistry 1-2	Latin 1-2, 3, 4, 11, 12, 15, 16
Economics A	Mathematics 1-2, 3
Education 8, 10	Physics 1-2
English 1-2	Religion 1-2
French 1-2, 3-4	Spanish 1-2, 3-4
German 1-2, 3-4	Zoölogy 1-2

DEPARTMENT OF BIOLOGY

PROFESSORS PEARSE, BLOMQUIST, CUNNINGHAM, HALL, HARGITT, KORSTIAN, AND WOLF; ASSISTANT PROFESSORS ADDOMS, GRAY, HOPKINS, AND MAUGHAN; DR. KRAMER; MESSRS. CREAGER, JENKINS, AND WILLIAMS; AND ASSISTANTS.

BOTANY

1. Introductory Botany.—A general course dealing with plants. Two laboratory periods and two conference periods each week. **4 s.h. (w & E)**
STAFF

2. Introductory Botany.—A general course which may be taken as a continuation of Botany 1. Two laboratory periods and two conference periods each week. **4 s.h. (w & E)**
STAFF

51. Growth.—Experimental studies in the growth and propagation of plants. Laboratory, conferences, and lectures. Prerequisite, Botany 1 and 2. **3 s.h. (w & E)**

ASSISTANT PROFESSOR ADDOMS AND DR. KRAMER

52. Local Flora.—Practice in the identification and classification of plants. Prerequisites, Botany 1 and 2. 4 s.h. (w)

PROFESSOR BLOMQUIST

53. General Bacteriology.—Laboratory and lectures. 4 s.h. (w)

PROFESSOR WOLF

104. Plant Anatomy.—An introduction to general plant anatomy with some reference to cultivated plants. Laboratory and conferences. Prerequisites, Botany 1 and 2. 4 s.h. (w)

ASSISTANT PROFESSOR ADDOMS

152. Plant Physiology.—A study of the principal physiological processes of plants and the physico-chemical principles underlying these processes. Laboratory and lectures. 4 s.h. (w)

DR. KRAMER

154. Forest Tree Characteristics and Identification.—The characteristics, systematic classification, and identification of the more important forest trees of North Carolina and of the United States. This work, including observations of the time of budding, blossoming, and leafing, is carried on in the laboratory and in the field with the trees in winter and summer condition; development and growth of the individual tree; common occurrence of different species and their rôle in forest types. 4 s.h. (w)

PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

[Not offered in 1932-33]

156. Plant Ecology.—A study of the principal factors affecting the distribution of plants and the successional relationships of plant communities. Laboratory and lectures. 4 s.h. (w)

202. Inheritance and Variation.—A study of the principles of inheritance and variation in plants and animals. Laboratory and lectures. Prerequisites, General Botany and General Zoölogy or equivalents. 4 s.h. (w)

PROFESSOR BLOMQUIST

211. Structure and Classification of Algae.—Laboratory and lectures. 4 s.h. (w)

PROFESSOR BLOMQUIST

212. Structure and Classification of Liverworts and Mosses.—4 s.h. (w)

PROFESSOR BLOMQUIST

213. Structure and Classification of Ferns, Gymnosperms, and Angiosperms.—Laboratory and lectures. 4 s.h. (w)

PROFESSOR BLOMQUIST

[Not offered in 1932-1933]

221. Structure and Classification of Fungi.—Laboratory and lectures. 4 s.h. (w)

PROFESSOR WOLF

222. Diseases of Plants.—Special reference to crop plants. Laboratory and lectures. Prerequisites, Botany 1, 2, and 52. **4 s.h. (w)**

PROFESSOR WOLF

224. Forest Pathology.—Special reference to diseases of forest trees. Laboratory and lectures. Prerequisites, Botany 1, 2, and 52. **4 s.h. (w)**

PROFESSOR WOLF

[Not offered in 1932-1933]

225-226. Special Problems.—Hours and credits to be arranged. **(w)**

STAFF

ZOOLOGY

1. General Zoölogy.—A survey of the invertebrates, including a study of structures and their functions, as well as the life histories and relationships of the non-chordates. **4 s.h. (w & e)**

PROFESSOR CUNNINGHAM

2. General Zoölogy.—A survey of the vertebrates and a study of the general principles of animal biology. Prerequisite, Zoölogy 1. **4 s.h. (w & e)**

ASSISTANT PROFESSOR GRAY

51. Comparative Vertebrate Anatomy.—A lecture and laboratory course dealing with the comparative anatomy and evolution of the organ systems of vertebrates. Prerequisite, one year of zoölogy. **4 s.h. (w)**

ASSISTANT PROFESSOR GRAY

52. Vertebrate Histology.—A study of the microscopic structure of normal tissues and organs of the vertebrate body. Some training will be given in the preparation of material for microscopic study. Prerequisite, Zoölogy 51. **4 s.h. (w)**

PROFESSOR HARGITT

73. Invertebrate Zoölogy.—Anatomy and classification of protozoans, sponges, and coelenterates. Prerequisites, Zoölogy 1 and 2. **4 s.h. (w)**

ASSISTANT PROFESSOR HOPKINS

74. Invertebrate Zoölogy.—Anatomy and classification of worms, echinoderms, molluscs, arthropods, etc. Prerequisites, Zoölogy 1 and 2. **4 s.h. (w)**

ASSISTANT PROFESSOR HOPKINS

107. Evolution and Heredity.—Presentation of the principles of Evolution and Heredity and their relation to human affairs. This course does not count as a laboratory science. No prerequisite. **3 s.h. (w)**

PROFESSOR HALL

122. Entomology.—The taxonomy, morphology, and physiology of insects, their theoretic and economic aspects. Prerequisite, one year of zoölogy. **4 s.h. (w)**

ASSISTANT PROFESSOR GRAY

152. Comparative Physiology.—The primary functions of animals of all groups and a more detailed study of the physiological process in mammals. Prerequisite, one year of zoölogy. **4 s.h. (w)**

PROFESSOR HALL

161. Animal Parasites.—A consideration of animal parasites with particular emphasis upon those infesting man. Prerequisite, one year of zoölogy. **4 s.h.** (w)

PROFESSOR PEARSE

167. Teaching of Zoölogy.—Materials and methods for elementary biology, with the greater emphasis on animal life. Prerequisite, one year of biology. **3 s.h.** (w)

PROFESSOR CUNNINGHAM

192. General Embryology.—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. Prerequisite, one year of zoölogy. **4 s.h.** (w)

PROFESSOR CUNNINGHAM

215. Cytology.—A study of the morphology and physiology of the cell. Prerequisites, Zoölogy 1, 2, and 52, or Botany 1, 2, and 104. **4 s.h.** (w)

ASSISTANT PROFESSOR HOPKINS

219-220. Special Problems.—Students who have had proper training may carry on special work under the direction of members of the faculty. (w)

STAFF

DEPARTMENT OF CHEMISTRY

PROFESSORS GROSS AND WILSON*; ASSISTANT PROFESSORS VOSBURGH AND BIGELOW; DRS. HAUSER, SAYLOR, KIEFER, BROWN, AND HILL;
AND ASSISTANTS.

The courses in the department are planned with the following objects in view: (1) to give students taking chemistry as a required science a thorough knowledge of the elementary principles of the science by studying in the laboratory the more important elements and compounds which have industrial and domestic uses and by surveying briefly the chemical and economic significance of the more important industrial processes; (2) to make provision for the necessary chemical training of scientific and professional students by offering thorough, intensive work in analytical, organic, and physical chemistry; (3) to provide for those students specializing in chemistry as prospective chemists, teachers, or chemical engineers, comprehensive training in higher courses, together with the opportunity to engage in investigations both of an industrial and of a pure-science nature and (for teachers) to do practice teaching.

1-2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. It is desirable, though not required, that students taking this course shall have taken elementary physics either in high school or in college. One

* On leave of absence, second semester, 1931-1932.

lecture, two recitations, and three laboratory hours, throughout the year. **8 s.h.** (w & e)

PROFESSOR WILSON* WITH PROFESSOR GROSS, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW; DRs. HAUSER, SAYLOR, BROWN, AND HILL; MISS GORMAN, MESSRS. COOK, DEBRUYNE, DICKERSON, GILLASPIE, HAUS AND PEARSON.

61. Qualitative Analysis.—A study of the reactions of acids, bases, and salts in solution as applied to the qualitative analysis of mixtures of inorganic compounds of the more familiar elements. Two lectures and six laboratory hours. Prerequisites, Chemistry 1-2 and college algebra. Old number 21. **4 s.h.** (w & e)

ASSISTANT PROFESSOR VOSBURGH AND MESSRS. GILLASPIE, METLER, PRIEPKE, AND TARBUTTON

70. Quantitative Analysis.—A number of representative quantitative analyses are carried out in the laboratory, and the underlying theory is taken up in the lectures. Two lectures and six laboratory hours. Prerequisite, Chemistry 61. Analytic geometry and college physics are desirable but not required. Old number 30. **4 s.h.** (w & e)

ASSISTANT PROFESSOR VOSBURGH AND MESSRS. METLER AND TARBUTTON

81. Household Chemistry.—A course dealing with materials used chiefly in the home. It is open to students who have passed Chemistry 1-2 or who have had elementary chemistry accepted for entrance credit. Two recitations and three laboratory hours. Old number 41. (If called for.) **3 s.h.** (e)

PROFESSOR WILSON*

141. Food and Nutrition.—This course naturally follows course 81 and may be taken by persons passing that course or those who have taken or are taking course 151-152. Two recitations and three laboratory hours. **3 s.h.** (w)

PROFESSOR WILSON*

151-152. Organic Chemistry.—An introduction to the study of the compounds of carbon. Both the aliphatic and the aromatic series will be dealt with, and the lectures illustrated by selected laboratory experiments. Two lectures, one recitation, and three laboratory hours. Prerequisites, Chemistry 61 and 70 unless specifically excused by the Department. **8 s.h.** (w)

ASSISTANT PROFESSOR BIGELOW, DR. HAUSER, DR. BROWN AND MESSRS. COOK, GILLASPIE, AND PEARSON

215-216. Advanced Inorganic Chemistry.—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours. Prerequisites, Chemistry 1-2, 61, 70, and 151-152. Chemistry 261-262, advanced physics, and ability to read German are desirable. **6 s.h.** (w)

ASSISTANT PROFESSOR VOSBURGH

* On leave of absence, second semester, 1931-1932.

231. Advanced Quantitative Analysis.—A continuation of course 70, involving some of the more difficult analytical methods, including quantitative organic analysis. One recitation and six laboratory hours. Prerequisites, Chemistry 70, 151-152. Chemistry 261-262 is desirable. **3 s.h.** (w)

ASSISTANT PROFESSORS VOSBURGH, BIGELOW AND DR. BROWN

232. Instrumental Analysis.—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours. Prerequisites, Chemistry 70, 261 and 231. Laboratory physics is desirable. **3 s.h.** (w)

ASSISTANT PROFESSOR VOSBURGH

233. Microanalysis.—An introduction to the technique of qualitative and quantitative analysis of inorganic and organic materials using very small samples. Besides using the methods of Pregl and Emich for quantitative work, those of Chamot and Behrens-Kley for qualitative analysis will be practiced. Laboratory and conferences. Prerequisites, Chemistry 61, 70 and 151-152, and the recommendation of the department. **2 s.h.** (w)

DR. KIEFER

241. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. Prerequisites, Chemistry 70 and 151-152. Course 261-262 is desirable though not required. **4 s.h.** (w)

PROFESSOR WILSON* AND MR. COOK

244. Metabolism.—Open to students who have completed course 241 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital factors, and ductless glands. The laboratory work consist mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. **4 s.h.** (w)

PROFESSOR WILSON*

251-252. Intermediate Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 253-254 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. **3 s.h.** (w)

ASSISTANT PROFESSOR BIGELOW

253-254. Advanced Organic Chemistry.—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include qualitative organic analysis, together with preparations of the more difficult type, requiring reference to the original

* On leave of absence, second semester, 1931-1932.

literature. One lecture and nine laboratory hours. Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German. **8 s.h.** (w)

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

260. Colloid Chemistry.—An introductory study of the colloidal state of matter. Two recitations and three laboratory hours, for one semester. Prerequisites, Chemistry 151-152 and 261-262. Calculus, chemical thermodynamics, and advanced physics are desirable. **3 s.h.** (w)

ASSISTANT PROFESSOR VOSBURGH

261-262. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. Prerequisites, Chemistry 70, 151-152, college physics, and college algebra. Calculus is desirable but is not required. **6 s.h.** (w)

PROFESSOR GROSS AND DR. SAYLOR

271. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.** (w)

PROFESSORS GROSS AND WILSON*, ASSISTANT
PROFESSORS VOSBURGH AND BIGELOW

273-274. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. **2 s.h.** (w)

PROFESSORS GROSS AND WILSON*, ASSISTANT PROFESSORS VOSBURGH
AND BIGELOW, DRs. HAUSER, SAYLOR, BROWN, AND HILL

275-276. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week laboratory and conferences. **3 or 6 s.h.** (w)

Students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to seniors who have had courses 70, 151-152, and 261-262.

PROFESSORS GROSS AND WILSON*, ASSISTANT PROFESSORS VOSBURGH
AND BIGELOW, DRs. HAUSER, SAYLOR, BROWN, AND HILL

280. Teaching of Chemistry.—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. *One semester, to be arranged with the Department.* **2 or 3 s.h.** (w)

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

PROFESSOR WILSON*

* On leave of absence, spring semester, 1931-1932.

DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

PROFESSORS GLASSON, COTTON, HOOVER*, WILSON**, AND HAMILTON*; ASSOCIATE PROFESSORS RANKIN AND SPENGLER; ASSISTANT PROFESSORS LONDON, ROBERTS, SHIELDS, AND TOWE; DR. NICHOL, PFANKUCHEN, RATCHFORD AND SMITH; MESSRS. SIMPSON, BLACK, LEMERT, KEECH, AND KETCHUM; AND ASSISTANTS.

This department offers instruction in general economics, business administration, accounting, and political science. The general course in economics affords a survey of the whole field of economic thought and lays the foundation for specialized study in various branches of the subject. Advanced courses are offered in theoretical and applied economics.

A special group of studies is provided for candidates for the bachelor of arts degree who are definitely looking forward to a business career at the conclusion of their college course. While this group is mainly composed of liberal rather than technical studies, it gives opportunity in the junior and senior years for specialized study in such subjects as money and banking, public and corporation finance, investments, railroad and water transportation, marketing, insurance, industrial management, accounting, and business statistics.

In political science, the department offers courses which deal with the nature, origin, and functions of the state, giving detailed consideration to the political institutions of the United States, England, and other countries. Courses are also offered in political theory, international government and relations, state government, and city and county government.

ECONOMICS AND BUSINESS ADMINISTRATION

A. Economic Geography.—This course in the first semester is based upon the study of the world's major geographic regions, their present and potential production of foods and raw materials for manufacture, and the effects of environmental influences. The spring semester is devoted to the study of the geography of manufacturing industries and trade, and the possible development of resources. Required of freshmen in the Business Administration Group. **6 s.h. (w)**

ASSISTANT PROFESSOR LONDON, DR. NICHOL,
AND MR. LEMERT

51-52. Principles of Economics.—This course must be taken by all students planning to elect further courses in economics and business administration. Old number 1. **6 s.h. (w & e)**

PROFESSORS HOOVER AND HAMILTON, ASSISTANT PROFESSOR ROBERTS, DR. NICHOL, MESSRS. KEECH AND KETCHUM

103. Railway, Ocean, and Inland-Waterway Transportation.—History of the development of railways in the United States; railway organization and finance; traffic management; federal and state regulation of railroads; the present status of the railroad problem; inland-waterway trans-

* On leave of absence, 1932-1933.

** On leave of absence, 1931-1932.

portation; and ocean transportation. Collateral reading and the preparation of term papers are required. *For Seniors.* Old number 106. **3 s.h.** (w)

ASSISTANT PROFESSOR LANDON

105. Industrial Management and Business Forecasting.—A study of the principles of industrial management, the business cycle, and methods of forecasting business conditions. *For Juniors.* **3 s.h.** (w)

PROFESSOR COTTON AND MR. KEECH

115. Economic Geography; Teachers' Course.—*This course is not open to students who have received credit for Economics A.* Required of all students in Teaching Group, Class C. The study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals, and the works of man as environmental factors. **3 s.h.** (E)

MR. LEMERT

116. Economic Geography and Industrial Organization.—*This course is not open to students who have received credit for Economics A.* Required of all students in Teaching Group, Class C. A study of the economic resources of the world: the products of the agricultural and manufacturing industries; trade routes and trade centers; the balance of trade and its relation to industrial development; and the influence of geographic factors on the commercial policy of nations. Prerequisite, course 115. **3 s.h.** (E)

MR. LEMERT

118. Economic Geography of the South Atlantic States.—A study of the agricultural, commercial, and industrial development, with special emphasis placed upon the development of manufacturing in the southern Appalachian Piedmont. This course is designed to serve not only teachers, but all others interested in the development of this region. Prerequisites, Economics A, Economic Geography 115, or with consent of the instructor. Old number 117. **3 s.h.** (w)

MR. LEMERT

143. Corporation Finance.—A study of the growth of corporations, their organization and securities; methods of financing; problems connected with the management of capital and the distribution of earnings; the promotion and financing of corporate consolidations; corporate insolvency and reorganization. Old number 104. Prerequisite, course 51-52. **3 s.h.** (w)

DR. RATCHFORD AND MR. KETCHUM

144. Investment and Speculation.—The accumulation of capital, the different types of investment securities; investment banking; the stock exchange and its functions; taxation of investments; analysis of investments. Prerequisite, course 51-52. **3 s.h.** (w)

DR. RATCHFORD AND MR. KETCHUM

158. Insurance.—A general course dealing with life, fire, health and accident insurance; workmen's compensation; credit and automobile insurance; and bonding companies. *For Juniors. 3 s.h. (w)*

PROFESSOR COTTON AND MR. KEECH

168. Marketing Problems.—This course is designed to study the marketing of staple crops, such as cotton and wheat. It also deals with the coöperative marketing of a variety of commodities. Particular attention is given to the marketing of the cotton crop. A study is made of the methods of trading and functions of the New York, New Orleans, and Liverpool Cotton Exchanges. Collateral reading and the preparation of term papers are required. *For Seniors. 3 s.h. (w)*

ASSISTANT PROFESSOR LANDON

[Note: The attention of students who are taking, or who propose to take, courses 105, 143, 144, 158 is called to Mathematics 21, "Mathematics of Investment." This course is recommended as an elective for sophomores or juniors.]

203. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking.

Students who elect this course must have made a creditable record in course 51-52. **3 s.h. (w)**

PROFESSOR GLASSON AND DR. RATCHFORD

211-212. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *For Graduates and Seniors by special permission. Old number 210. 6 s.h. (w)*

PROFESSOR HAMILTON

213-214. Advanced Economic Theory.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *For Graduates and Seniors by special permission. Old number 212. 6 s.h. (w)*

PROFESSOR HOOVER

215. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism, and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. **Old number 214. 3 s.h. (w)**

PROFESSOR HOOVER

216. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation

which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. Old number 215. **3 s.h.** (w)

PROFESSOR HOOVER

231. The Economic History of England.—A study of England since the eleventh century, treating the manorial system, the guilds, mercantilism, and the course of the commercial and industrial revolutions to the present. **3 s.h.** (w)

ASSISTANT PROFESSOR ROBERTS

232. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. **3 s.h.** (w)

ASSISTANT PROFESSOR ROBERTS

236. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. Old number 235.

Students who elect this course must have made a creditable record in course 51-52. **3 s.h.** (w)

PROFESSOR GLASSON AND DR. RATCHFORD

237. American Federal Finance.—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public-debt administration, and budgetary procedure. **3 s.h.**

[Not offered in 1932-1933]

239. Statistical Methods.—Statistical analysis as a tool in investigation; its limitations and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours' lecture and one laboratory period. **3 s.h.** (w)

DR. NICHOL

240. Statistical Analysis of Time Series.—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic phenomena. Prerequisite, course 239. Two hours' lecture and one laboratory period. **3 s.h.** (w)

DR. NICHOL

253. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and in the United States. The structure, methods, and policies of modern unions. Old number 254. **3 s.h.** (w)

PROFESSOR COTTON

[Not offered in 1932-1933]

254. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the

organization of the labor department of various industries. Course 253 is a prerequisite for this course. Old number, 255. **3 s.h. (w)**

PROFESSOR COTTON

[Not offered in 1932-1933]

255. Labor Administration.—A course of study dealing with psychological aspects of industrial relations; labor market; and personnel management. Old number 256. **3 s.h. (w)**

PROFESSOR COTTON

256. Labor Legislation.—A course of study dealing with the basis of labor law; the minimum wage, hours of labor, safety and health, and social insurance. The important cases and court decisions with respect to their social significance will be used for class discussion. Old number 257. **3 s.h. (w)**

PROFESSOR COTTON

265. International Trade and Tariff Policies.—An analysis of the theoretical principles underlying international trade with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England from the eighteenth century to the present. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

266. International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money régime, German reparation payments, and related problems. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

267-268. Business History.—A study of money makers and money making from the late middle ages to 1913. Attention will be given to the economic phenomena, such as fluctuations of prices, business cycles, monetary inflation, technological progress and shifts in demands, markets and sources of supply—which have affected the accumulation of large fortunes. Attention will also be given to the relative profit of industries at different periods. Old number 267. **4 s.h. (w)**

PROFESSOR HAMILTON

[Not offered in 1932-1933]

350. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to seniors who have completed creditably courses 143 and 144. *For Graduates and Seniors by special permission.* Old number 349. **2 s.h. (w)**

PROFESSOR GLASSON

ACCOUNTANCY AND BUSINESS LAW

57-58. First-Year Accounting.—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. Old number 7. **6 s.h. (w)**

ASSISTANT PROFESSOR SHIELDS, MESSRS. BLACK,
LOWRY AND NEWLAND

171-172. Second-Year Accounting.—Advanced theory applied to the accounting process. Open to students who have completed Accounting 57-58. Old number 172. **6 s.h. (w)**

ASSISTANT PROFESSOR SHIELDS

173-174. Auditing, Theory and Practice.—This course prepares the manager to investigate the operation of his own business, the prospective investor to determine the value of the proposition, the student to practice the public accounting profession. The first semester deals with details and balance sheet audits and the second semester with special investigations. Problems, working papers, and reports. Students are admitted to the course by permission of the instructor. *For Seniors.* Old number 173. **6 s.h. (w)**

MR. BLACK

175-176. C. P. A. Review.—Thorough practice in classroom to prepare candidates for the Certified Public Accountant examination. The object is to train students to apply accounting principles and to work in classroom under substantially the same conditions as in the examination room. Practical accounting problems, auditing, analysis and theory of accounts. Students are admitted to the course by permission of the instructor. *For Seniors.* Old number 174. **6 s.h. (w)**

MR. BLACK

177. Income-Tax Accounting.—A study of federal and state income-tax laws; problems in the preparation of tax returns and claims for refund. *For Seniors.* Old number 176. **3 s.h. (w)**

ASSISTANT PROFESSOR SHIELDS

178. Modern Accounting Systems.—Systems and the forms for recording data of basic manufacturing industries, banks, building and loan associations, estates, and municipalities. Special attention will be paid to budgetary accounting. *For Seniors.* Old number 177. **3 s.h. (w)**

ASSISTANT PROFESSOR SHIELDS

181-182. Business Law.—The fundamental principles of law as applied to common business transactions. The topics presented are: contracts, agency, bailments, sales, negotiable instruments, partnership, corporations, and bankruptcy. Textbook: Bays, *Business Law*. Casebook: Bays, *Cases on Commercial Law*. Required of seniors in the Business Administration group. Old number 178. **6 s.h. (w)**

ASSISTANT PROFESSOR TOWE

275-276. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost-accounting is worked by each student during the course. Old number 275. **6 s.h. (w)**

Courses 57-58 and 105 are ordinarily prerequisites for this course.

PROFESSOR COTTON

POLITICAL SCIENCE

101-102. American Government and Politics.—A brief preliminary study of political organization in general is followed by a more detailed study of the American political system. The subject matter includes the organization and functioning of American government, national, state, and local. *Open to Sophomores by special permission.* Old number 102. **6 s.h. (w & e)**

PROFESSOR WILSON*, ASSOCIATE PROFESSOR RANKIN,
DR. PFANKUCHEN AND MR. SIMPSON

Courses 101-102, for which course 51-52 is *not* a prerequisite, is ordinarily taken before any other course in political science. Students who have not had course 101-102 or its equivalent may be admitted to other courses in political science with the approval of the individual instructors concerned.

207. American Constitutional Law and Theory.—Leading constitutional principles of American government, as developed through judicial interpretation, are studied. Emphasis is placed upon problems of current importance. The reading of cases is supplemented by lectures and assigned legal problems. Old number 208. **3 s.h. (w)**

PROFESSOR WILSON*

209. State and Local Government in the United States.—The subject matter of this course covers the historical development of state and local governments, their present political organization and their relation to each other and to the federal government. Particular attention is given to the study of state and county government in North Carolina. **3 s.h. (w)**

ASSOCIATE PROFESSOR RANKIN

223. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, emphasis is placed upon the development of distinct concepts of far-reaching importance in political theory. **3 s.h. (w)**

PROFESSOR WILSON* AND DR. PFANKUCHEN

[Not offered in 1932-1933]

224. Modern Political Theory.—Political theories of the seventeenth, eighteenth, and nineteenth centuries are studied with particular reference to their influence upon American political thought. In the latter part of the course consideration is given especially to the modern idea of the state. **3 s.h. (w)**

PROFESSOR WILSON* AND DR. PFANKUCHEN

[Not offered in 1932-1933]

225. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. **3 s.h. (w)**

ASSOCIATE PROFESSOR RANKIN

* On leave of absence, 1931-1932.

226. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. **3 s.h. (w)**

ASSOCIATE PROFESSOR RANKIN

227-228. International Law and International Organization.—Elements of international law and the application of principles through judicial interpretation and in international negotiations, with particular attention to interpretation and application by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. Old number 227. **6 s.h. (w)**

PROFESSOR WILSON* AND DR. PFANKUCHEN

229. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. Old number 228. **3 s.h. (w)**

ASSOCIATE PROFESSOR RANKIN

[Not offered in 1932-1933]

264. Railroad Regulation in the United States.—A study of the powers, activities, and inter-relationship of regulatory bodies, state and federal. The latter part of the course is given to an analysis of the Transportation Act of 1920 and to its administration up to the present time. **3 s.h. (w)**

PROFESSOR WILSON*

294. Municipal Government and Administration.—A study of the general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. **3 s.h. (w)**

ASSOCIATE PROFESSOR RANKIN

DEPARTMENT OF EDUCATION

PROFESSORS HOLTON, PROCTOR, CHILDS, AND BROWNELL; ASSOCIATE PROFESSOR CARR; ASSISTANT PROFESSOR EASLEY; MRS. SMITH,
MR. MCEWEN; AND ASSISTANTS.

The purposes of the Department of Education are: (1) to develop greater appreciation of the value of the school as an institution; (2) to impart a knowledge of educational principles and methods of teaching; (3) to acquaint the student with the status of elementary and secondary education of the present day, and to equip him for service in these fields as superintendent, supervisor, principal, or teacher; (4) to make a careful study of educational conditions and needs in North Carolina and in the South.

Courses in the department are designed for three groups of students: (1) students with teaching experience or others who have definitely

* On leave of absence, 1931-1932.

chosen teaching as their life work; (2) juniors and seniors who desire to study the school as an outstanding social institution; and (3) teachers whose work will permit them to enroll in Saturday and afternoon classes.

Students who do not expect to teach but merely desire an understanding of the school as part of a liberal education are advised to elect such courses as 54 and 105 for their introductory work in the department and then to elect further work in accordance with their special interests. Students who expect to engage in the various phases of teaching should plan their courses in accordance with the general regulations for Groups V and VI as outlined in this catalogue. Students preparing for college teaching should elect courses in the history and philosophy of education and in educational psychology.

0. Orientation Course in Study and Study Habits.—A course for freshmen whose high-school and other records indicate the need of help in working out a satisfactory method of study. The factors of study, the use of text-books, note-taking from lectures and parallel readings, and applications of the factors of study to the daily problems of the student are among the matters considered. *Either semester. 3 s.h. (w & e)*

ASSISTANT PROFESSOR EASLEY, MESSRS. McEWEN AND PULLIAS

8. The Learning Process.—A course in elementary educational psychology, required of all freshmen and sophomores entering Group V. *Either semester. 3 s.h. (w & e)*

ASSISTANT PROFESSOR EASLEY AND MR. McEWEN

10. Introduction to Teaching.—A survey of the work of the teacher intended to assist the pupil in choosing intelligently some field of teaching work for future specialization. Topics: qualification and training of teachers, nature and aims of education, nature and purpose of public-school curricula, nature of subject-matter and its relation to pupil activity, modern classroom procedure in teaching. *For Freshmen who have had course 8, and for Sophomores. 3 s.h. (e)*

ASSOCIATE PROFESSOR CARR

54. Introductory Course in History of Education.—A study of the types of educational systems and institutions evolved in Western Europe and the United States as an introduction to current educational problems. *For Sophomores who have had course 10, and for Juniors. 3 s.h. (w)*

PROFESSOR HOLTON

58. The Learning Process.—A special section of course 8, intended for juniors. *Either semester. 3 s.h. (e) first semester and (w) second semester.*

PROFESSOR BROWNELL AND ASSISTANT PROFESSOR EASLEY

68. Mental Hygiene of the School Child.—A study of personality factors as related to the adjustment and success of the school child; the foundations of motivation; typical problems of maladjustment; social heredity and its educational implications; variations in intelligence. *3 s.h. (e)*

ASSISTANT PROFESSOR EASLEY

83. Current Trends in American Public-School Organization.—A study of current controversies and criticisms bearing on the organization and administration of the public schools, recent developments in the organization of schools, and the theories underlying these developments. All Sophomores expecting to qualify for the honors course in education should enroll in 83 the first semester or 54 the second. **3 s.h. (E)**

PROFESSOR PROCTOR

103. School Organization and Administration for the Classroom Teacher.—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *Either semester.* **3 s.h. (W) first semester and (E) second semester.**

PROFESSOR PROCTOR

105. Introduction to Educational Sociology.—A study of social forces, processes, and values as affecting education, and the interaction of school and community. **3 s.h. (E)**

PROFESSOR CHILDS

106. Principles of Secondary Education.—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. Students preparing to teach in junior high schools are permitted to concentrate in the junior high school field. Not open for enrollment to students who have had course 110. *Either semester.* **3 s.h. (W) first semester and (E) second semester.**

PROFESSOR CHILDS

110. Introduction to Secondary-School Teaching.—A special section of course 10; open for enrollment to juniors who have not had 10 and are preparing to teach in secondary schools. **3 s.h. (W)**

PROFESSOR PROCTOR

[Not offered in 1932-1933]

118. Educational Implications of Genetic Psychology.—A course tracing the development of the individual through the stages of growth and learning, with emphasis upon early and later childhood; the development of such behavior patterns as play, language, etc.; the process of socialization; and similar material of especial significance to teachers in the elementary schools. **3 s.h. (E)**

PROFESSOR BROWNELL

A. Public-School Drawing.—This course is offered to develop certain skills fundamental in the teaching of public-school drawing, as well as skills that will prove of help in teaching other subjects of the elementary-school curriculum. Topics: color theory, design, perspective, representation, illustration, and picture study. Media: charcoal, water colors, crayons, and clay. This course is open only to students who are attempting to meet certification requirements for a North Carolina primary or grammar-grade certificate and does not carry credit toward a degree. *For Juniors and Seniors. First semester. (3 points professional credit only.) (E)*

MRS. MASON

B. Industrial Art in the Public School.—Manipulation and work with clay, textiles, wood, paper, food, and printing, intended to give the child an acquaintance with the raw products of nature and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, and tools. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. This course is open only to students who are attempting to meet certification requirements for a North Carolina primary or grammar-grade certificate and does not carry credit toward a degree. *For Juniors and Seniors. Second semester. (3 points professional credit only.)* (E)

MRS. MASON

C. Public-School Music.—A course in the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, and child voice will be discussed. This course is open only to students who are attempting to meet certification requirements for a North Carolina certificate and does not carry credit toward a degree. *For Juniors and Seniors. First semester. (3 points professional credit only.)* (E)

MRS. TWADDELL

[Not offered in 1932-1933]

142. Children's Literature.—A critical study of literature for the elementary grades; types of literature; story telling; principles underlying and practice; bibliographies and use of library. Students enrolled will be allowed to specialize in literature of either the primary or grammar grades. **3 s.h.** (E)

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

111. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the mother-tongue, writing, and number in the primary grades. A minimum of thirty laboratory periods of observation and practice-teaching. *For Seniors.* Old number, 102. **3 s.h.** (E)

ASSOCIATE PROFESSOR CARR AND MISS GARRARD

112. Methods of Teaching and Presentation of Subject-Matter in the Primary School.—A study of materials and methods in the primary subjects other than language, reading, writing, and arithmetic. A minimum of thirty laboratory periods of observation and practice-teaching. *For Seniors.* **3 s.h.** (E)

ASSOCIATE PROFESSOR CARR AND MISS GARRARD

116. Junior and Senior High School Methods: Observation and Practice Teaching.—A required course for prospective high school teachers, open only to seniors who have completed or are carrying course 106. *Students must arrange their schedules to permit four hours weekly of observation and practice teaching. Since practice teaching facilities are limited, students with superior records will be given preference in the practice teach-*

ing. No student whose record is below "C" will be permitted to do practice work. For Seniors. Either semester. 3 s.h. (E) first semester and (w) second semester.

PROFESSOR CHILDS AND MR. LONGSTREET

121. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the language, reading, and arithmetic of the grammar grades. A minimum of thirty laboratory periods of observation and practice teaching. *For Seniors. Old number, 107. 3 s.h. (E)*

ASSOCIATE PROFESSOR CARR AND MISS JONES

122. Methods of Teaching and Presentation of Subject-Matter in the Grammar Grades.—A study of materials and methods in the grammar grade subjects other than language, reading, and arithmetic. A minimum of thirty laboratory periods of observation and practice-teaching. *For Seniors. Old number, 117. 3 s.h. (E)*

ASSOCIATE PROFESSOR CARR AND MISS JONES

136. The Teaching of High-School English.—Identical with English 142. *For Seniors. 3 s.h. (w)*

ASSISTANT PROFESSOR A. C. JORDAN

155. The Teaching of Secondary-School Latin.—Identical with Latin 109. *For Seniors. 3 s.h. (w)*

PROFESSOR ROSBOROUGH OR PROFESSOR ANDERSON

170. The Social and Economic Position of Women.—A course in vocational guidance for women counting as a general elective, but not as part of either a major or minor in Education or towards a North Carolina state teacher's certificate. The purpose of the course is to give the historical background of the changing social and economic position of women, the contributions made by outstanding women, and the vocational opportunities open to women. **2 s.h. (E)**

MRS. SMITH

176. Materials and Methods in High-School Science.—Discussion, based upon lectures and collateral reading, of such topics as aims, tests for values, the curriculum, class-room procedure, course and lesson planning in secondary-school science. The class is limited in number to twenty, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such seniors are admitted as are thinking seriously of teaching science in the high schools and have taken at least eighteen hours of science in college. **3 s.h. (w)**

PROFESSOR CHILDS

[Not offered in 1932-1933]

200. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. **3 s.h. (w)**

PROFESSOR HOLTON

[Not offered in 1932-1933]

206. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite, six semester-hours in education, including course 105. Old number, 205. **3 s.h. (w)**

PROFESSOR CHILDS

207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite, teaching experience or six semester-hours of work in materials and methods. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. Prerequisite, course 229. **3 s.h. (w)**

ASSISTANT PROFESSOR EASLEY

209. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. **3 s.h. (w)**

ASSISTANT PROFESSOR EASLEY

212. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary school. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

214. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

215. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite, six semester-hours in educational sociology, preferably courses 105 and 206. **3 s.h.**

PROFESSOR CHILDS

216. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. Old number, 206. **3 s.h. (w)**

PROFESSOR CHILDS

[Not offered in 1932-1933]

218. Educational Implications of Genetic Psychology.—Special section of course 118, intended primarily for graduate students, ordinarily not offered the same year in which 118 is given. **3 s.h. (w)**

PROFESSOR BROWNELL

[Not offered in 1932-1933]

219. Experimental Education.—This course is designed to provide training (1) in planning (2) in prosecuting, and (3) in reporting quantitative investigations in the field of education, more especially in the field of learning and teaching the various school subjects. **3 s.h. (w)**

PROFESSOR BROWNELL

222. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

224. Current Problems in Public Education as Revealed through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. **3 s.h. (w)**

PROFESSOR HOLTON

[Not offered in 1932-1933]

225. The Teaching of High-School History.—Identical with History 211. The course counts as an elective in the Department of Education only when approved by the department and the instructor. **3 s.h. (w)**

ASSOCIATE PROFESSOR SHRYOCK

227. The Psychology of Learning: Problems.—The major problems related to the learning process will be examined, with the experimental literature bearing on them. The curves of learning and forgetting, the distribution of practice, economical methods of learning, and the transfer of training will be the major topics considered. Old number, 228. **3 s.h. (w)**

ASSISTANT PROFESSOR EASLEY

228. The Psychology of Learning, Theoretical and Experimental.—This is a continuation of 227. In this semester the laws of learning, the most important explanatory principles, and the major systems of the psychology of learning will be considered. Class experiments will run throughout the semester. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

232. Elementary-School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

233. Administrative Pupil-Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and the making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. **3 s.h.**

PROFESSOR PROCTOR

234. Secondary-School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils. Old number, 213. **3 s.h.**

PROFESSOR PROCTOR

236. Principles of Vocational Education.—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. Old number, 235. **3 s.h.**

PROFESSOR CHILDS

238. Investigations in Reading.—A summary of the results of the more-important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision; emphasis on problems requiring further investigation. **3 s.h. (E)**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

244. Studies in the Historical Development of Public-School Administration. An advanced course devoted to the development of public-school administration in the South, with especial reference to North Carolina as a type. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

246. The Teaching of Mathematics.—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. **3 s.h. (w)**

PROFESSOR RANKIN

247. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. Old number, 248. **3 s.h. (w)**

PROFESSOR BROWNELL

253. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

254. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. **3 s.h. (w)**

PROFESSOR PROCTOR

258. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. Old number, 229. **3 s.h. (w)**

PROFESSOR BROWNELL

264. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. **3 s.h.**

PROFESSOR HOLTON

266. The Teaching of High-School French.—Identical with French 218. **3 s.h. (w)**

PROFESSOR WEBB

FOR TEACHERS IN SERVICE AND FOR OTHER STUDENTS BY PERMISSION

Teachers are referred to such courses, listed for seniors and graduates, on this page and preceding pages, as may be scheduled for late afternoon hours and Saturday periods. Graduate teachers will find other courses in the graduate section of the annual catalogue and in the graduate bulletin. Undergraduate courses are offered when there is sufficient demand from teachers in the elementary schools.

DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING

ASBURY AND BIVINS BUILDINGS

PROFESSORS BIRD, HALL, AND DANA; MESSRS. MATHEWS AND GATLIN

DRAWING

1. Engineering Drawing.—Orthographic projection, lettering, pictorial representation, developments, intersections, use of universal drafting machine. **2 s.h. (E)**

STAFF

2. Engineering Drawing.—For students in civil engineering and forestry. Methods of plotting, topographic symbols, simple structures in wood and steel. Prerequisite, course 1. **2 s.h. (E)**

STAFF

4. Engineering Drawing.—For students in electrical and mechanical engineering. Elementary machine drawing. Prerequisite, course 1. **2 s.h.** (E)

STAFF

5-6. Descriptive Geometry.—Problems relating to point, line, plane, and solid. Concurrent with courses 1 and 2-4. No credit given unless taken for two semesters. **2 s.h.** (E)

STAFF

MECHANICS

8. Mechanics.—Concurrent forces, parallel forces, non-concurrent and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, and momentum. Prerequisite, course 1, Mathematics 55. **5 s.h.** (E)

PROFESSOR BIRD AND MR. GATLIN

107. Strength of Materials.—Elastic bodies under stress; flexure of simple, overhanging, fixed, and continuous beams; columns; combined stresses; etc. Prerequisite, course 8. **4 s.h.** (E)

PROFESSOR BIRD AND MR. GATLIN

108. Hydraulics.—Hydrostatics; flow of water through orifices, weirs, pipes, and open channels; general principles of water wheels and turbines. Prerequisite, course 8. **4 s.h.** (E)

PROFESSOR HALL

CIVIL ENGINEERING

10. Plane Surveying.—Use of instruments; transit, stadia, compass and plane table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. Nine hours a day, three weeks, Summer School. Prerequisite, course 1, Trigonometry. **3 s.h.** (E)

For fee of this course, see bulletin of the Summer School.

PROFESSORS BIRD AND HALL AND MR. GATLIN

11. Higher Surveying.—Care and adjustment of instruments; topographical surveying; surveys and resurveys; laying out and division of land; Public Land system; further calculations, omitted measurements, areas by double longitude; quantities from profiles and cross sections. Prerequisite, course 10. **2 s.h.** (E)

PROFESSOR HALL

110. Plane Surveying.—Similar to course 10 but especially arranged for students in forestry. Nine hours a day, three weeks, Summer School. Prerequisite, Engineering Drawing and Trigonometry. **3 s.h.**

PROFESSORS BIRD AND HALL AND MR. GATLIN

111. Higher Surveying.—For students in forestry. In addition to the ground covered in course 11, the field work includes a more thorough drill in the use of the Beaman stadia arc and the topographic abney level and trailer tape while more attention is given to the preparation of finished maps in the office work. Nine hours a day, three weeks, Summer School. Prerequisite, course 10 or 110. **3 s.h.**

PROFESSOR BIRD OR HALL

[Not offered in 1932-1933]

112. Field Astronomy.—Determination of latitude, time, and azimuth by observation on sun and stars; use of precise transit, solar attachment, and sextant. Prerequisite, course 11. **2 s.h. (E)**

PROFESSOR HALL

113-114. Curves and Earthwork.—Highways—Thorough drill in the calculation and laying out of simple, compound and easement curves, widening of curves, vertical curves, setting slope stakes, ordinary earthwork computations, and mass diagrams. Prerequisite, course 10. **4 s.h. (E)**

PROFESSOR HALL

15. Highway Engineering.—Location, construction, and maintenance of roads and pavements; dust prevention; road economics. **3 s.h. (E)**

PROFESSOR HALL

117. Highway Engineering.—Standard tests of stone, gravel, and bituminous materials. Prerequisite, course 15. **2 s.h. (E)**

PROFESSOR HALL

118. Materials of Engineering.—Study and testing of materials other than those taken up in course 117. **2 s.h. (E)**

MR. GATLIN

119-120. Railroad Engineering.—Differences between highway and railway practice affecting curves and earthwork. A. R. E. A. transition curve, frogs, switches, and crossings. Preliminary and location survey of a railway of sufficient length to secure familiarity with methods of actual practice. Paper location made with estimate of cost. Construction and maintenance of track and trackwork, economics, and operating conditions affecting location. Prerequisite, course 113-114. **5 s.h. (E)**

PROFESSOR BIRD

123-124. Hydraulic Engineering.—

(a) Hydrology—Factors affecting precipitation, evaporation from land and water surfaces; relation of precipitation to run-off; estimating run-off; floods and flood flows. Stream gauging.

(b) Public Water Supply—Quantity and quality of water required, hydraulics of wells, reservoirs, works for purification and distribution of water. Standard laboratory tests for the chemical and bacteriological examination of water.

(c) Sewerage—Sewerage systems, rainfall and storm water flow, sizes of storm and sanitary sewers, sewage disposal. Standard laboratory tests of sewage. Prerequisite, course 108. **8 s.h. (E)**

PROFESSOR HALL

131. Steel Structures—Stresses.—Roofs, parallel chord bridges under all types of loads, inclined top chord bridges, including sub-divided panels. wind bracing. Prerequisite, course 8. **4 s.h. (E)**

PROFESSOR BIRD

132. Steel Structures—Design.—Built beams. plate girders, tension members, compression members, tension and compression members, end posts. stringers, floor beams, pins, plates, etc. Drafting. Prerequisites, courses 107, 131. **4 s.h. (E)**

PROFESSOR BIRD

133. Reinforced Concrete.—Theory and design of reinforced concrete beams, slabs, columns. Prerequisite, course 107. **3 s.h. (E)**

PROFESSOR BIRD

134. Masonry Structures.—Ordinary foundations, dams, retaining walls, arches, piers, abutments. Prerequisite, courses 107, 133. **3 s.h. (E)**

PROFESSOR BIRD

137-138. Seminar.—Students are required to make reports and to talk on current engineering literature or on such other topics as may be assigned. **2 s.h. (E)**

PROFESSORS BIRD AND HALL

142. Engineering Geology.—An elementary course particularly arranged for civil engineering students. **3 s.h.**

MR. GATLIN

240. Indeterminate Structures.—Introductory course dealing with the application of theory of least work, deflection, and rotation to indeterminate stresses. Problems are solved analytically, graphically, and by deflector. Prerequisite, course 131 and ability to read French. **3 s.h. (E)**

PROFESSOR BIRD

MECHANICAL ENGINEERING

79-80. Constructive Processes.—Recitation course covering general processes in foundry, forge, and machine shop. Trips to neighboring shops are made. **2 s.h. (E)**

MR. MATHEWS

81. Mechanism.—Displacement, velocity, and acceleration diagrams. Particular attention is given to gearing, cams, trains of mechanism, belts, and link work. **2 s.h. (E)**

MR. MATHEWS

85. Steam Engineering.—Elementary principles of boilers, engines, turbines, and auxiliaries; properties of steam, fuels, and combustion. **2 s.h. (E)**

MR. MATHEWS

183-184. Machine Design.—Friction, lubrication, bearings, shafts, springs, pressure vessels, fastenings, gears, belting, friction clutches, and fly-wheels. Application of the above to proportioning parts of several complete machines. **6 s.h.**

PROFESSOR DANA

187-188. Heat Engineering.—Properties and thermodynamic processes of gases and vapors; cycles; efficiencies and performances of heat engines. **6 s.h. (E)**

PROFESSOR DANA AND MR. MATHEWS

189-190. Junior Mechanical Engineering Laboratory.—Open only to mechanical engineering students. Use of steam and fuel calorimeters; gas analysis; oil testing; measurement of steam and air flow; tests on steam, oil, and internal combustion engines and boilers. **4 s.h.**

PROFESSOR DANA

199-200. Junior Mechanical Engineering Laboratory.—Open only to civil and electrical engineering students who have elected courses 187-188. **2 s.h. (E)**

MR. MATHEWS

DEPARTMENT OF ELECTRICAL ENGINEERING

ASBURY BUILDING

PROFESSORS SCHEALER AND SEELEY

151-152. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations and laboratory covering direct and alternating currents and the fundamental principles of direct and alternating current machinery. This course serves as a general introductory course for electrical engineering students. One three-hour period in the laboratory per week is included in this course. Prerequisites, Physics 61-62. Mathematics 55, 100, and 231 (taken concurrently). **8 s.h. (E)**

PROFESSOR SEELEY

153-154. Principles of Electrical Engineering.—An elementary course consisting of lectures, recitations and laboratory covering the principles of direct and alternating current machinery, and their applications, designed especially for students in civil and mechanical engineering. This course includes one three-hour period in the electrical machinery laboratory per week. Prerequisite, Physics 61-62. **6 s.h. (E)**

PROFESSOR SCHEALER

155. Principles of Electrical Engineering: Advanced Direct-Current Machinery. A study of the principles which underlie the design and operation of all types of direct current machinery. This course includes one three-hour period in the electrical machinery laboratory per week. Prerequisites, courses 151-152, Mathematics 55, 100. **3 s.h. (E)**

PROFESSOR SCHEALER

156. Electric Railways.—A course of lectures and recitations relating to the construction, operation, and equipment of different types of electric railways. Elective. Prerequisites, courses 151-152, 155. **3 s.h. (E)**

PROFESSOR SCHEALER

158. Electric-Power Stations.—A course of lectures and recitations pertaining to the design, construction, and operation of electric power stations, both steam and hydraulic. Consideration of prime movers; generating machinery; powdered-fuel and stoker equipment; switchboards; instruments relays and protective devices; operation and management; visits to neighboring plants. Prerequisites, courses 151-152, 187-188. **3 s.h. (E)**

PROFESSOR SCHEALER

159. Electric-Power Transmission.—A course of lecture and recitations on the factors involved in the transmission of electrical energy over long distances and the use of hyperbolic functions in the solution of transmission line problems. Concurrent with course 257. Prerequisite, course 151-152. **3 s.h. (E)**

PROFESSOR SEELEY

257. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152, Mathematics 55, 100, 231. **3 s.h. (E)**

PROFESSOR SCHEALER

258. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase induction motors, and single-phase induction, series, and repulsion motors. Prerequisite, course 257. **6 s.h. (E)**

PROFESSOR SCHEALER

261-262. High-Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum-tube circuits, wire and wireless-telephone circuits. Prerequisite, Mathematics 231. **6 s.h. (E)**

PROFESSOR SEELEY

263-264. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering, with an introduction to the use of operational calculus as applied to electrical circuits. Elective. Prerequisites, courses 151-152, Mathematics 231. **6 s.h. (E)**

PROFESSOR SEELEY

DEPARTMENT OF ENGLISH

PROFESSORS BROWN, GILBERT, WHITE, BAUM**, HUBBELL, AND GREENE; ASSO-
CIATE PROFESSORS MITCHELL AND GOHDES;*** ASSISTANT PROFESSORS
JORDAN, PATTON, BLACKBURN AND VANCE; DR. GREGORY; MESSRS.
WARD, SUGDEN, WEST, ANDERSON, AND HOFFMAN; MRS.
WHITE; AND ASSISTANTS.

1-2. English Composition and English Poetry.—During the first semester the work of the course consists chiefly of composition; during the second term it is divided between the study of literature and writing. **6 s.h.**

Students who fail to earn an average grade of "C" on the work of both semesters are required to complete English 3. Those who do not earn a grade of "D" during the first semester are required to continue the study of composition during the second semester; if they earn a grade of "D" or more at the end of the second semester, they receive credit for the first half-year of work, and during their sophomore year they are required to complete English 2 and 3. Students whose grades for both semesters fall below "D" must repeat the entire course during their second year. (W & E)

ASSOCIATE PROFESSORS MITCHELL AND GOHDES;*** ASSISTANT PRO-
FESSORS PATTON AND VANCE; DR. GREGORY; MESSRS. WARD,
SUGDEN, ANDERSON, AND HOFFMAN; MRS. WHITE

3. English Composition.—A second course in composition for sophomores. **3 s.h.** *Repeated in the second semester.* (W & E)

ASSISTANT PROFESSOR JORDAN

***55-56. Prose Masterpieces.**—**6 s.h.** (W & E)

ASSOCIATE PROFESSOR GOHDES;*** ASSISTANT PROFESSORS
VANCE AND BLACKBURN

***57-58. Prose Literature.**—For candidates for honors. **6 s.h.** (W)

ASSISTANT PROFESSOR BLACKBURN

***59-60. Modern Drama and Fiction.**—**6 s.h.** (E)

MRS. WHITE

Open to women and men.

***61-62. Historical Backgrounds of English Literature.**—**6 s.h.** (W)

ASSISTANT PROFESSOR PATTON

***63-64. English Poetry, 1832-1900.**—**6 s.h.** (W)

PROFESSOR GREENE

101-102. Composition.—This is a practical course for students who desire a greater mastery of, and facility in, the use of the language than they get from English 1-2 and 3. **6 s.h.** (W & E)

A student may take English 101 only, but only in rare instances may a student enroll in English 102 without having had English 101. Stu-

*Courses 55-56, 57-58, 59-60, 61-62, 63-64 are open only to sophomores or to freshmen who have passed English 1-2 by examination. A student may not receive credit for more than one of these courses.

** On leave of absence, 1931-1932.

*** On leave of absence, second semester, 1931-1932.

dents who wish to take the other courses in composition must have credit for at least 101. Students who wish to take this course must have made a grade of 75 or more in English 1-2, or they must have credit for English 1-2 and English 3. The number of students in this course is limited, and all must have the consent of the instructor.

ASSOCIATE PROFESSOR MITCHELL AND ASSISTANT
PROFESSOR BLACKBURN

103-104. Composition.—This course offers further study and practice in composition to those who have done especially good work in English 1-2 and in English 3.

Students who enroll for this course must have the consent of the instructor, and they should have credit for both English 101 and 102; however, a student may enroll for either semester of course 103-104 without having had English 102. **6 s.h.**

PROFESSOR HUBBELI

[Not offered in 1932-1933]

105-106. Play-Writing.—The work of this course is concerned chiefly with the technique of the one-act play though study is made also of the longer forms. Worthy plays written by students are presented by the members of the play-production course.

Open to juniors, seniors, and sophomores approved by the Dean of Undergraduate Instruction. **6 s.h. (w)**

MR. WEST

119-120. History of the Theatre.—This course makes a study of the development of the theatre, methods of production, and representative plays of the various periods from the early Greeks to the present day.

Open to juniors, seniors, and sophomores approved by the Dean of Undergraduate Instruction. **6 s.h. (w)**

MR. WEST

121-122. Play-Production.—This course deals with the theory and practice of producing plays. The work includes make-up, lighting, scene-design and painting, costume, directing, and stage-management. Plays are studied with a view to producing them. There is practice-work both in the laboratory and in the theatre. Lectures and laboratory work.

Open to juniors, seniors, and sophomores approved by the Dean of Undergraduate Instruction. **6 s.h. (w)**

MR. WEST

123-124. Shakespeare.—**6 s.h. (w)**

PROFESSOR BROWN

125-126. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. **6 s.h. (w)**

PROFESSOR WHITE

125-126. English Literature, 1798-1832.—This course consists of a study of representative English writers of prose and poetry from Wordsworth to Tennyson. **6 s.h.** (E)

MRS. WHITE

127-128. English Prose, 1832-1900.—**6 s.h.** (W)

PROFESSOR GREENE

129-130. The History of the Novel in England.—**6 s.h.** (E)

ASSISTANT PROFESSOR VANCE

131. The Drama, 1770-1892.—**3 s.h.** (W)

PROFESSOR HUBBELL

[Not offered in 1932-1933]

133. Contemporary Poetry and Verse-Writing.—Beginning with a study of the elements and technique of poetry, this course proceeds to a general survey of twentieth-century poetry, giving special attention to the various modern forms and tendencies.

No student may enroll in this course without the consent of the instructor; only a small number can be admitted. **3 s.h.**

PROFESSOR WHITE

[Not offered in 1932-1933]

134. Contemporary Poetry and Verse-Writing.—The work of this course consists chiefly of the writing of verse by members of the class and of criticism of the manuscripts by the class. Prerequisite, English 133.

No student may enroll in this course without the consent of the instructor; only a small number can be admitted. **3 s.h.**

PROFESSOR WHITE

[Not offered in 1932-1933]

135-136. Critical Study of Literary Masterpieces.—The first semester is devoted mainly to the essay and related forms; the second, to other types, including narrative and lyric poetry, the novel, and the short-story. **6 s.h.**

PROFESSOR BAUM

[Not offered in 1932-1933]

137-138. American Literature.—This course consists of wide reading in American prose and poetry. **6 s.h.** (W & E)

PROFESSOR HUBBELL

139-140. The Speaking Voice.—This course gives training in placement, pitch, range, and diction for use in professional work and in daily conversation.

Open to all undergraduates with the approval of the Dean of Undergraduate Instruction. **6 s.h.** (W)

MR. WEST

142. Materials and Methods in High-School English.—*Second semester.* **3 s.h.** (W)

ASSISTANT PROFESSOR JORDAN

201-202. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of "Beowulf." **6 s.h. (w)**

PROFESSOR BROWN

203-204. Chaucer.—**6 s.h. (w)**

PROFESSORS BROWN AND BAUM*

205-206. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language.

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English. **6 s.h. (w)**

PROFESSOR BAUM*

207-208. English Literature, 1400-1550.—**6 s.h. (w)**

PROFESSOR BAUM*

209-210. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**

PROFESSOR BROWN

[Not offered in 1932-1933]

211. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h. (w)**

PROFESSOR GILBERT

212. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h. (w)**

PROFESSOR GILBERT

213-214. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. **6 s.h. (w)**

PROFESSOR BROWN

215-216. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. **6 s.h. (w)**

PROFESSOR GILBERT

[Not offered in 1932-1933]

217-218. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton. **6 s.h. (w)**

PROFESSOR GILBERT

* On leave of absence, 1931-1932.

219. English Literature, 1660-1744.—3 s.h. (w)

PROFESSOR WHITE

220. English Literature, 1744-1798.—3 s.h. (w)

PROFESSOR WHITE

221. The Drama in England, 1640-1770.—3 s.h.

PROFESSOR BAUM*

[Not offered in 1932-1933]

225-226. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. **6 s.h.**

PROFESSOR ———

[Not offered in 1932-1933]

227. Literary Criticism.—A history of literary criticism to 1700. **3 s.h. (w)**

PROFESSOR GILBERT

228. Literary Criticism.—A history of literary criticism from 1700 to the present. **3 s.h. (w)**

PROFESSOR GILBERT

ARGUMENTATION AND PUBLIC SPEAKING

FOR SOPHOMORES, JUNIORS, AND SENIORS

151. Public Speaking.—A course in the fundamentals of public speaking with emphasis upon the effective presentation of ideas. **3 s.h. (w)**

MR. HERRING

152. Argumentation.—A course dealing with the principles of argumentation and debating with special emphasis upon brief-making and practice-speaking. Public questions are studied as parallel work. **3 s.h. (w)**

MR. HERRING

DEPARTMENT OF FINE ARTS

MISS HALL

Some practical work is required for each of these courses in order to train the eye and to develop ability for aesthetic analysis and criticism. This calls for no special aptitude, but rather a careful study of illustrative material and a serious effort to record observation.

1-2. History of Art.—An outline of the development of styles in art, emphasizing Greek sculpture, French Medieval architecture, and Italian Renaissance painting. This course aims to develop observation and aesthetic appreciation as well as to relate the important monuments to their contemporary civilizations. It will serve both as an introduction to art for those who may continue their study of the subject, and as a

* On leave of absence, 1931-1932.

general survey for those whose courses will not admit of further election in the department. Open to both freshmen and sophomores. **6 s.h.**

101. Introduction to Medieval Art.—A study of the development of structure and decoration from the Pre-Romanesque sources through the XII century, with emphasis on the tendencies in Romanesque architecture and sculpture which underlie the logical development of Gothic art. Ability to read French will be of advantage to those who take this course. Prerequisite, course 1-2 or its equivalent. **3 s.h.**

102. Development of Gothic Art.—An outline of the structural and decorative problems solved by the French builders of the Middle Ages. This course emphasizes the architecture, sculpture, and stained glass of the great cathedrals, and touches upon the mural painting, panel painting, and manuscript illumination of the period. Ability to read French will be of advantage to those who take this course. Prerequisite, course 1-2 or its equivalent. **3 s.h.**

103. Architecture of the Renaissance.—A study of the transition from Gothic to Renaissance architecture. The subsequent developments and interrelations of the Renaissance styles in Italy, France, and England are discussed with brief reference to their adaptation by the Colonial builders in America. Prerequisite, course 1-2 or its equivalent. **3 s.h.**

104. Sculpture and Painting of the Renaissance.—A study of the rise of sculpture and painting in Italy, with a survey of XVII century developments in Italy, France, Spain, and the North, and a brief analysis of later movements and contemporary tendencies. Prerequisite, course 1-2 or its equivalent. **3 s.h.**

COURSES OFFERED IN OTHER DEPARTMENTS RELATING TO THIS FIELD

GREEK

141-142. Greek Art.

243. Greek Archaeology.

244. Greek Epigraphy.

LATIN

215. Introduction to Roman Archaeology and Art.

216. Topography and Monuments of Ancient Rome.

PHILOSOPHY

201-202. The Philosophy of Art.

213-214. History of Aesthetics.
[Not offered in 1932-1933]

PSYCHOLOGY

203. Psychology of Aesthetics.

DEPARTMENT OF FORESTRY

PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

Several of the professional forestry courses will eventually be open to undergraduate students. At present only the following courses are available.

Students who are preparing for graduate work in forestry are advised to take the courses outlined in the pre-forestry curriculum (see pp. 61-62).

1. Principles of Forestry.—A brief survey of the field of forestry, its economic and social importance; a brief history of the forestry movement in America and abroad; influence of forests on climate, stream-flow, water supply, soil, erosion, and public health; life history of the individual tree and the forest; the principal timber trees of the United States, their characteristics and behavior in forests; reproduction and care of the forest; the management of forest areas for continuous production. The work consists of lectures, assigned readings, reports, and field work. Open to sophomores, juniors, and seniors. **3 s.h. (w)**

PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

154. Forest Tree Characteristics and Identification.—The characteristics, systematic classification, and identification of the more important forest trees of North Carolina and of the United States. This work, including observations of the time of budding, blossoming, and leafing, is carried on in the laboratory and in the field with the trees in winter and summer condition; development and growth of the individual tree; common occurrence of different species and their rôle in forest types. **4 s.h. (w)**

PROFESSOR KORSTIAN AND ASSISTANT PROFESSOR MAUGHAN

[Not offered in 1932-1933]

DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE

PROFESSORS WANNAMAKER, KRUMMEL, AND VOLLMER*; ASSISTANT
PROFESSOR WILSON; DR. SHEARS; MR. MAXWELL AND
MR. BERGHAUSER

The Department of German attempts in the courses offered below to meet the needs of two classes of students,—those intending to make a systematic and prolonged study of the German language and literature and those wishing to acquire a ready reading knowledge of modern German prose. The opportunity to write a great many exercises and see them carefully corrected, to take frequent dictations in German, and to hear the language spoken a part of each recitation-hour in the elementary courses ought to enable the student to understand a connected lecture in German.

German 1-2 and 3-4 are prerequisites for course 109-110 and all subsequent courses.

* On leave of absence, 1932-1933.

1-2. Elementary German.—Pronunciation, grammar, and translation; diction, easy prose, and poetry. **6 s.h.** (w & e)

PROFESSOR KRUMMEL, ASSISTANT PROFESSOR WILSON,
DR. SHEARS, AND MR. MAXWELL

3-4. Intermediate German.—Grammar and composition; dictation; spoken German; reading of narrative and dramatic prose. **6 s.h.** (w & e)

PROFESSOR KRUMMEL, ASSISTANT PROFESSOR WILSON,
DR. SHEARS, AND MR. MAXWELL

107-108. Scientific German.—The translation and, as soon as possible, the reading without translation of modern scientific prose. **6 s.h.** (w)

PROFESSOR WANNAMAKER

109-110. German Prose Fiction.—Origin and development of the German novel; reading and discussion of typical selections from representative authors of the various literary movements of the nineteenth century. Lectures and reports. **6 s.h.** (e)

PROFESSOR KRUMMEL

111-112. Introduction to the Classic Drama.—Selected plays from Lessing, Schiller, Goethe, and Kleist. **6 s.h.**

ASSISTANT PROFESSOR WILSON

[Not offered in 1932-1933]

113-114. Masterpieces of German Prose—German Lyrics and Ballads.—Brilliant powerful prose from such geniuses as Heine, Grillparzer, and Kleist. Lyrics and ballads from one of the richest fields of German literature. **6 s.h.** (w)

ASSISTANT PROFESSOR WILSON

115-116. German Drama of the Nineteenth Century.—A study of the leading dramatists from Kleist to Hauptmann. Lectures, collateral reading, and reports. **6 s.h.**

PROFESSOR KRUMMEL

[Not offered in 1932-1933]

117-118. Conversational German.—Grammar-review, modern German conversation, and composition. Recommended especially for those who are majoring in German. **6 s.h.** (w)

PROFESSOR ———

119-120. Great Epochs in German Literature.—The great epochs in German literature studied through English translations. Lectures, discussions, and collateral reading. (No knowledge of German required.) **6 s.h.**

PROFESSOR VOLLMER

[Not offered in 1932-1933]

123-124. Modern German Short Story.—Development and technique of the Novelle. Lectures, reading. **6 s.h.** (w) DR. SHEARS

201-202. Goethe.—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. **6 s.h.** (w) PROFESSOR KRUMMEL

203-204. Leibnitz to Romanticism.—Eighteenth century German literature in its relation to contemporary European philosophy. Lectures, collateral reading. **6 s.h.** PROFESSOR VOLLMER

[Not offered in 1932-1933]

205-206. Middle High German.—The language and literature of Germany's first classical period. Grammar and translation. First semester: Wright's *Middle High German Primer*, and *Der arme Heinrich*. Second semester: *Das Nibelungenlied*, *Tristan und Isolde*, or *Parzival*. **6 s.h.** PROFESSOR VOLLMER

[Not offered in 1932-1933]

207-208. German Romanticism.—The entire romantic movement in Germany will be studied in its relation to European romanticism. Lectures, reading. **6 s.h.** PROFESSOR VOLLMER

[Not offered in 1932-1933]

209-210. Early Nineteenth Century Drama.—The dramatic development in Germany after Schiller. Lectures, collateral research and reading. **6 s.h.** (w) PROFESSOR KRUMMEL

DEPARTMENT OF GREEK

PROFESSOR PEPPLER; ASSISTANT PROFESSOR WAY;
AND MR. TRUESDALE

Courses 121-122, 141-142, and 131 are entirely in English and require no knowledge of the Greek language. The purpose in offering them is to give a wider circle of students some conception of the debt which modern civilization owes to the Greeks.

1-2. Course for Beginners.—**6 s.h.** (w)

MR. TRUESDALE

Open to all students.

53-54. Xenophon.—*Anabasis*, Books I-IV. **6 s.h.** (w)

MR. TRUESDALE

Open to students who offer one unit of Greek for admission and to those who have completed course 1-2.

105-106. Homer.—*Iliad*, Books I-VI. **6 s.h.** (w)

ASSISTANT PROFESSOR WAY

Open to students who offer two units of Greek for admission and to those who have completed courses 1-2 and 53-54 or their equivalent.

107-108. Plato.—*Apology, Crito*, and selections, together with collateral reading in the *Memorabilia* of Xenophon and in the *Clouds* of Aristophanes. **Euripides.**—One play, to serve as an introduction to Greek tragedy. **6 s.h. (w)**

ASSISTANT PROFESSOR WAY

Open to students who offer three units for admission and to others who have completed the required preliminary work.

115-116. Sight Reading in Greek.—Three hours per week through the year. **4 s.h. (w)**

ASSISTANT PROFESSOR WAY

117-118. Greek Prose Composition.—The character of this course is determined by the needs of the students who elect it. **2 s.h. (w)**

PROFESSOR PEPPLER

121-122. Greek Literature in English Translations.—The purpose of this course is to give a general survey of the life and civilization of the Greeks, especially to those who have never studied the language but wish to become acquainted with some of the choicest portions of the literature by the use of translations. It is, however, open as an elective to all juniors and seniors, whether they know Greek or not. First, the *Iliad* and the *Odyssey* are read in translation and illustrated with stereopticon views of the excavations and discoveries at Troy and other cities of the Mycenaean age; then, many of the extant plays of the three great tragic poets are studied in English translations. **6 s.h. (w)**

PROFESSOR PEPPLER

The student may elect course 122, whether or not he has taken course 121.

141-142. Greek Art.—Lantern lectures, introduced or supplemented by formal lectures, dealing mainly with Greek sculpture and Greek architecture. Some account is given of Egyptian and Mesopotamian art by way of introduction. No knowledge of Greek is required. **6 s.h. (w)**

ASSISTANT PROFESSOR WAY

Greek 131—Latin 132—Ancient History.—First semester: History of Greece with brief introduction dealing with Oriental nations. Second semester: History of Rome. **6 s.h. (w)**

PROFESSOR ANDERSON

201-202. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h. (w)**

PROFESSOR PEPPLER

203-204. Homer.—Odyssey. Pindar and Bacchylides. **6 s.h. (w)**

PROFESSOR PEPPLER

205-206. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. **6 s.h. (w)**

PROFESSOR PEPPLER

207-208. Greek Orators.—Selected speeches. **6 s.h. (w)**

PROFESSOR PEPPLER

209-210. Plato.—*Symposium, Protagoras*, and parts of the *Republic*.
6 s.h. (w)

PROFESSOR PEPPLER

211-212. Aristophanes.—Selected comedies. **6 s.h. (w)**

PROFESSOR PEPPLER

Only one of the six courses for seniors and graduates, listed above, is offered in any one year.

243. Greek Archaeology.—The topography and monuments of Athens. Course 243 is intended primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Course 141-142 is prerequisite. **3 s.h. (w)**

ASSISTANT PROFESSOR WAY

244. Greek Epigraphy.—Lectures on the history of the alphabet, and the development of the local Greek alphabets, followed by extensive reading of inscriptional texts in facsimile. **3 s.h. (w)**

ASSISTANT PROFESSOR WAY

245. Greek Dialects.—A linguistic study of transliterated inscriptions illustrative of the major Greek dialects. The interrelations of the dialectal forms are examined, with reference, where possible, to their origin in pre-ethnic Greek. **3 s.h. (w)**

ASSISTANT PROFESSOR WAY

[Not offered in 1932-1933]

246. Greek Historical Inscriptions.—The more valuable historical inscriptions are read in chronological order and interpreted in their general bearing upon the course of Greek history. Course 131 is prerequisite. **3 s.h. (w)**

ASSISTANT PROFESSOR WAY

[Not offered in 1932-1933]

Graduates of this University may attend the American School of Classical Studies at Athens, Greece, without charge for tuition, and are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology and one in the language, literature, and history of ancient Greece, each with a stipend of \$1400. They are awarded mainly on the basis of examinations held in the beginning of March of each year.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION
TRINITY COLLEGE

DIRECTOR OF PHYSICAL EDUCATION WADE; ASSISTANT DIRECTOR VOYLES; AND
ASSISTANTS GERARD, COOMBS, CAMERON, WAITE, HAGLER, CALDWELL,
ALLEN, TUTTLE, WARREN, BAKER, CRICHTON, AND
GYMNASIUM DIRECTOR CARD.

REQUIRED PHYSICAL EDUCATION FOR MEN

A thorough medical and physical examination is made of each student on entering the University. Those who reveal pronounced physical deficiencies are excused from the regular courses in physical education and are required to take Corrective Gymnastics. Students assigned to this work continue to take it until they have been pronounced reasonably sound. Thereupon they withdraw from this course and register in the regular physical education course. A student may take from one to eight semesters of this special work. The other students must elect a different activity each semester. In general, these activities fall in one of three groups; those developing physical efficiency; those affording competitive contests; and those occupying recreative or leisure time. Since a student is not allowed to take the same course twice, he covers four courses in the two years of required work.

Eight courses are open to students of the freshman class: Basketball, Corrective Gymnastics, Soccer Football, Beginning Swimming, Beginning Tennis, Tumbling, Track and Wrestling. Those who are pronounced physically defective register in Corrective Gymnastics. Those who pass the health examination register in any of the other seven courses.

Seven courses are open to sophomores: Apparatus Stunts, Boxing, Corrective Gymnastics, Golf, Advanced Swimming, Touch Football, and Advanced Tennis. Those who are physically defective register in Corrective Gymnastics. The others elect any one of the other courses for each semester.

Courses numbered 1 to 49 are for freshmen. All freshmen who do not pass the physical examination must enroll in courses 6-7. Those who pass the physical examination enroll in any of the other seven courses.

Courses numbered 50 to 99 are for sophomores. Sophomores who do not pass the physical examination must enroll in courses 57 and 58. Those who pass the physical examination enroll in any of the other six courses.

Students taking Corrective Gymnastics must continue to take this course until released by the Health Service. All other students must elect a different course each semester.

The regulation indoor suit consists of a sleeveless shirt, (white for freshmen, blue for sophomores) with "Duke" across the front, white running pants, supporter, sweat socks and rubber-soled shoes. For the out-door work a sweat suit should be added to the above list and shoes suitable for the sport.

FOR FRESHMEN

1-2. Basketball.—1½ s.h.	MR. WAITE
5-6. Corrective Gymnastics.—1½ s.h.	MR. CARD
11-12. Soccer Football.—1½ s.h.	MR. GERARD
13-14. Beginning Swimming.—1½ s.h.	MR. WAITE
17-18. Beginning Tennis.—1½ s.h.	MR. ALLEN
19-20. Tumbling Stunts.—1½ s.h.	MR. CARD
21-22. Track.—1½ s.h.	MR. TUTTLE
25-26. Wrestling.—1½ s.h.	MR. WARREN

FOR SOPHOMORES

51-52. Apparatus Stunts.—1½ s.h.	MR. CARD
53-54. Boxing.—1½ s.h.	MR. WARREN
55-56. Corrective Gymnastics.—1½ s.h.	MR. CARD
61-62. Golf.—1½ s.h.	MR. CRICHTON
63-64. Advanced Swimming.—1½ s.h.	MR. GERARD
65-66. Touch Football.—1½ s.h.	MR. HAGLER
67-68. Advanced Tennis.—1½ s.h.	MR. ALLEN

ELECTIVE COURSES IN PHYSICAL EDUCATION

Students who choose Group VI A as their course of study leading to the bachelor of arts degree may elect twelve semester-hours from the following courses:

171. Recreational Activities.—Combative contests, games, mass athletics; supervision of community recreation. Prerequisite: Junior standing. **3 s.h.**
MR. GERARD

173. Health Education and Corrective Gymnastics.—Detection of abnormalities and treatment by physical methods. Prerequisite: Anatomy and Physiology. **3 s.h.**
MR. _____

182. Organization and Administration of Physical Education and Athletics.—Prerequisite: Senior standing. **2 s.h.**
MR. WADE, MR. VOYLES

187. School Programs of Physical Education.—Prerequisite: Senior standing. **3 s.h.**
MR. _____

190. Training and First Aid.—Prerequisite: Senior standing or consent of instructor. **2 s.h.**

MR. BAKER

192. History, Systems and Theories of Physical Education.—**3 s.h.**

MR. VOYLES

WOMAN'S COLLEGE

MISS GROUT, DIRECTOR

MRS. CHATNEUFF, MISS WYCHE, MISS JACOBS, ASSISTANTS

Six hours credit in physical education, with an average grade of "C" must be completed for graduation. For women students two periods of exercise a week through the junior year are needed to fulfill this requirement.

All students are given a physical and medical examination upon entering and at intervals throughout their college course. Classes in individual gymnastics and moderate sports are arranged for those who should not take the more active work.

The regulation costume (approximate cost \$8.50) should be purchased from the college store at the beginning of the year.

ACTIVITIES OFFERED

Fall term (October to December): Hockey, soccer, swimming, tennis, riding, moderate sports, volleyball.

Winter term (December to March): Danish gymnastics, apparatus, group games, individual gymnastics, posture training, clog and character dancing, interpretative dancing, swimming, basketball.

Spring term (March to June): Tennis, swimming, riding, baseball, track and field events, archery.

ELECTIVES IN PHYSICAL EDUCATION

In view of the fact that there is an increasing demand for teachers of general subjects who are qualified to assist in physical education in the public schools, the following courses are offered as electives for prospective teachers and as introductory courses for students planning to continue the study of physical education as a profession.

81. History and Principles of Physical Education.—Prerequisite, Educational Psychology. **3 s.h.**

MISS GROUT

102. The Teaching of Physical Education in Elementary Schools.—Courses 102 and 186 are mutually exclusive. Open to sophomores, juniors, and seniors. **3 s.h.**

MISS GROUT

181-182. Methods of Teaching Athletic Activities.—Open to juniors and seniors. **6 s.h.**

THE STAFF

186. The Teaching of Physical Education in Secondary Schools.—Courses 186 and 102 are mutually exclusive. Open to sophomores, juniors, and seniors. **3 s.h.**

MISS GROUT

DEPARTMENT OF HISTORY

PROFESSORS BOYD, LAPRADE, RIPPY, AND SHRYOCK; ASSOCIATE PROFESSORS BALDWIN, AND CARROLL;* ASSISTANT PROFESSORS NELSON AND MACKAY; DRS. LANNING, MANCHESTER, WOODY, PARKS; MESSRS. MCCLOY AND MABRY; AND ASSISTANTS.

The courses in history are designed (1) to give a comprehensive survey of modern European and American history; (2) to provide for a more detailed study of certain phases of English, American, and Hispanic-American development; (3) to give some knowledge of the problems and resources of the general reader and the teacher of history.

Course 1-2 or 51-52 is a prerequisite for all other courses; courses 91 and 92 are prerequisite for courses 113, 119-120, 121-122. Sophomores who took only one semester of course 1-2 in the freshman year may be admitted to courses 91 and 92 or 65-66, provided they made a grade of B or above on the semester taken. Courses offered for seniors and graduates are limited to twenty-five students; juniors may not elect them without special permission from the department and the Council on Graduate Instruction.

1-2. Modern and Contemporaneous Europe.—In this course the development of modern Europe since the middle of the sixteenth century is traced with special reference to the rise of nationality, the Industrial Revolution, scientific thought, domestic politics in the leading states, colonial expansion, diplomacy, and the World War. **6 s.h. (W & E)**

Sophomores and Juniors may not be admitted to this course without the permission of the department.

ASSISTANT PROFESSORS NELSON AND MACKAY, DRS. LANNING, MANCHESTER, WOODY, AND PARKS, MESSRS. MCCLOY, AND MABRY

51-52. Modern and Contemporaneous Europe.—The history of Europe since the beginning of the sixteenth century with special reference to the rise of nationality, the industrial revolution, colonial expansion, and international relations. **6 s.h. (W & E)**

ASSOCIATE PROFESSOR BALDWIN, DRS. LANNING AND MANCHESTER, AND MR. MCCLOY

Not open to freshmen or to students who have had course 1-2.

91. Political and Social History of the United States to 1800.—A general survey of the development of the United States in which effort is made to place the proper emphasis on underlying economic or other causes of political and social progress. Required readings in the *Yale Chronicles of America* with the presentation of book reviews and one research paper. Old number 9. **3 s.h. (W & E)**

PROFESSORS RIPPY AND SHRYOCK AND DRS. LANNING, MANCHESTER, AND WOODY

* On leave of absence, 1931-1932.

92. Political and Social History of the United States, 1800 to 1860.—This course completes the work begun in 91. Old number 91. **3 s.h. (w & e)**
 PROFESSORS RIPPY AND SHRYOCK AND DRS. LANNING,
 MANCHESTER, AND WOODY

Note: In courses 91 and 92 no texts are required, but each student pays a class fee of \$3.00 per semester with which all books to be read are purchased and placed in the libraries. This fee is collected through the Treasurer's office.

65-66. The Development of Modern Europe.—This course is designed as a guide to the study of the forces that have produced Europe as it is today, starting with Renaissance and the Reformation. Old number 16. **6 s.h. (w)**

MR. MCCLOY

101-102. Early European Civilization.—This course is a study of the development in Western Europe of the institutions and culture of ancient times and the middle ages. **6 s.h. (e)**

Sophomores who made an average grade of B or more on course 1-2 may be admitted to this course.

ASSISTANT PROFESSOR MACKAY

114. History of the United States since 1860.—A continuation of courses 91 and 92. The Civil War and its results, the evolution of reconstruction policies, cultural, political, and economic development since 1876, the World War, and post-bellum problems. Old number 113. **3 s.h.** Prerequisites, courses 91 and 92. **(w)**

DR. LANNING

Ancient History.—Greek 113—Latin 132.—See Department of Latin and Roman Studies. **(w)**

119-120. Social and Economic History of the American People.—Particular attention is given to the relationship between economic forces and such phases of social life as the family, morals and customs, immigration, crime and punishment, amusements, public opinion, and public health. Old number 119. **6 s.h.** Prerequisites, courses 91 and 92. **(w)**

PROFESSOR SHRYOCK

[Not offered in 1932-1933]

121-122. The Church in American History.—Among the subjects considered are the relation of theology and church government to political theory and practice, the social and political results of the Great Awakening and of ecclesiastical controversies, the part played by the Church in the American Revolution and in the making of state constitutions, in education, westward expansion, in the reform movements of the nineteenth century, labor controversies, the Civil and World Wars, and internationalism. Old number 120. **6 s.h.** Prerequisites, courses 91 and 92. **(e)**

ASSOCIATE PROFESSOR BALDWIN

123-124. English History.—A survey of transitions in the political institutions and social development from the Norman Conquest to the present. Old number 124. **6 s.h.** (w)

PROFESSOR LAPRADE

125. The Ancient Régime, the French Revolution, and Napoleon.—**3 s.h.** (w)

PROFESSOR CARROLL*

126. The Congress of Vienna and the Rise of the European Nations to 1870.
3 s.h. (w)

PROFESSOR CARROLL*

127. History of Latin America: The Colonial Period.—A survey of the Spanish and Portuguese background, the conquest of the semi-civilized Indians of America, the founding and government of the Spanish and Portuguese Colonies in the New World, and their struggle for independence. The economic phase of Colonial enterprise will be emphasized.
—**3 s.h.** (w)

PROFESSOR RIPPY

128. History of Latin America: The National Period.—A survey of the political, social, and especially the economic development of the Latin American nations, with some attention to their foreign relations. **3 s.h.** (w)

PROFESSOR RIPPY

FOR SENIORS AND GRADUATES

203. The Union, Confederacy, and Reconstruction.—The subjects considered are the rise of secession, the constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. **3 s.h.** (w)

PROFESSOR BOYD

[Not offered in 1932-1933]

205-206. English Constitutional History.—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. Old number 204. **6 s.h.** (w)

PROFESSOR LAPRADE

[Not offered in 1932-1933]

209-210. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. Old number 210. **6 s.h.** (w)

PROFESSOR BOYD

[Not offered in 1932-1933]

* On leave of absence, 1931-1932.

211. The Teaching of History and Civics (Education 225).—This course consists of informal discussions, based upon collateral reading and observation work of such topics as aims, tests for values, the social-studies curriculum, class-room procedure, and course and lesson planning. The class is limited in numbers to fifteen, admission being made only after consultation with the instructor, preferably during the preceding spring. Only such seniors are admitted as are thinking seriously of teaching history in the high schools, who have taken at least eighteen hours of history in college, and who expect to qualify for a North Carolina Grade A teaching certificate. These qualifications, however, do not necessarily apply to graduate students, who may be admitted upon consultation with the instructor at the beginning of the fall term. Old number 212. **3 s.h.** (w)

PROFESSOR SHRYOCK

[Not offered in 1932-1933]

215. History of the United States' Foreign Policy.—This course traces the history of American Diplomacy since 1789. Prerequisite, courses 91 and 92. **3 s.h.** (w)

PROFESSOR RIPPY

217-218. Europe since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. Old number 217. **6 s.h.** (w)

PROFESSOR CARROLL*

219-220. The History of the European Proletariate.—This course is concerned chiefly with the origins, expansions, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. Old number 218. **6 s.h.** (w)

PROFESSOR CARROLL*

[Not offered in 1932-1933]

221-222. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. Old number 222. **6 s.h.** (w)

ASSISTANT PROFESSOR NELSON

223-224. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical, and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy, and art, in the period 300-1300 A.D. Old number 223. **6 s.h.** (w)

ASSISTANT PROFESSOR MACKAY

* On leave of absence, 1931-1932.

230. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. **3 s.h. (w)**

PROFESSOR BOYD

[Not offered in 1932-1933]

231. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. Old number 232. **3 s.h. (w)**

DR. LANNING

232. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. Old number 231. **3 s.h. (w)**

PROFESSOR RIPPY

DEPARTMENT OF LATIN AND ROMAN STUDIES

PROFESSORS ROSBOROUGH, AND ANDERSON; ASSISTANT PROFESSOR GATES; AND MR. POWERS.

Work is offered in several branches of Roman Studies: Latin Language and Literature, Roman Art and Archaeology, Ancient History, Roman Law. Students who present for entrance less than the four standard units of high-school Latin may make up the deficiency by taking the requisite courses from Latin 1-2, 3-4, 59. These courses are more comprehensive than the high-school courses of which they might seem the equivalent, and are by no means designed to supplant the teaching of Latin in the high school.

1-2. Introductory Course.—Elementary Latin and Reading of Easy Prose.—*First semester:* Forms, pronunciation, vocabulary, constructions, derivatives. *Second semester:* Continuous prose reading and translation, with continued emphasis on grammar and forms. Those who present only one unit of Latin for entrance must, unless excused by the department, attend the course from the beginning, but will receive credit for the second semester's work only. **6 s.h. (w)**

MR. POWERS

3. Cicero's Orations.—Four orations including the *Manilian Law* and *Archias*, with some attention to prose composition. Prerequisite, two units of entrance Latin or Latin 1-2. The class meets five hours a week. **5 s.h. (w)**

MR. POWERS

4. Vergil's Aeneid.—Selections from books I-VI, to the amount of four books, will be read and translated, due attention being paid to prosody. Prerequisite, three entrance units and Latin 57 taken in the

semester preceding admission to the course. The class meets five hours a week. **5 s.h. (w)**

MR. POWERS

11. Terence.—Comedies. **Cicero:** *De Amicitia* and *De Senectute* may be substituted. Prerequisite, four units of entrance Latin, or Latin 3-4, or Latin 3 and 59. **3 s.h. (w & e)**

THE STAFF

12. Horace.—The Odes and Epodes. **3 s.h. (w & e)**

THE STAFF

15-16. Latin Composition.—Prerequisite or concurrent, Latin 11 and 12. One hour a week throughout the year. **2 s.h. (w & e)**

MR. POWERS

53. Sallust and Tacitus.—The *Jugurtha* of Sallust, the *Agricola* and the *Germania* of Tacitus. Prerequisite, Latin 11 and 12. **3 s.h. (w)**

PROFESSOR ROSBOROUGH

54. Catullus.—Most of the poems will be read, and Catullus's influence on certain ancient and modern poets will be discussed. **3 s.h. (w)**

PROFESSOR ROSBOROUGH OR ASSISTANT PROFESSOR GATES

57. Sight Reading in Classical Latin.—One period of an hour and a half per week through the first semester. Recommended for students entering with three units of Latin as preparation for beginning Vergil the second semester. No outside preparation required. **1 s.h. (w & e)**

THE STAFF

58. Sight Reading in Mediaeval Latin.—One period of an hour and a half per week through the second semester. Prerequisite, Latin 11 or 12 or 57. No outside preparation required. **1 s.h. (w & e)**

THE STAFF

59. Roman Law.—An introduction to some of the more interesting and instructive principles and institutions of Roman Law in the original Latin sources. Prerequisite, Latin 3 or its equivalent. **3 s.h. (w)**

PROFESSOR ROSBOROUGH

101. Tacitus and Suetonius.—[Not offered in 1932-1933]

102. Juvenal and Persius.—[Not offered in 1932-1933]

103. The Roman Elegiac Poets.—[Not offered in 1932-1933]

104. The Satires and Epistles of Horace.—[Not offered in 1932-1933]

105. Martial: Epigrams.—The development of the epigram before him; his significance in the history of the epigram and for the age of Domitian; his influence traced down into the modern world. **3 s.h. (w & e)**

PROFESSOR ROSBOROUGH

106. Letters of Pliny the Younger.—Study of the society and institutions of his time. **3 s.h. (w & e)**

PROFESSOR ROSBOROUGH

- 107. Livy: *Ab Urbe Condita*.**—Books I, XXI, and XXII entire. **3 s.h.** (E)

ASSISTANT PROFESSOR GATES

- 108. Cicero's Letters.**—A considerable amount of the interesting and important correspondence of Cicero will be read. **3 s.h.** (E)

ASSISTANT PROFESSOR GATES

- 109. Materials and Methods.**—A study of Latin in the secondary school curriculum. Course for prospective teachers of high school Latin. Pre-requisite, eighteen approved semester-hours of college Latin including Latin 11, 12, 53, 54, or equivalent courses. *Required of students who plan to teach Latin.* **3 s.h.**

PROFESSOR ANDERSON

- 111-112. Latin Literature in English Translation.**—[Not offered in 1932-1933]

- 113-114. Roman Civilization.**—[Not offered in 1932-1933]

- Ancient History: Greek 131—Latin 132.**—*First semester:* History of Greece with a brief introduction on Oriental nations. *Second semester:* History of Rome. May be counted for credit as History, Greek, or Latin, but carries no language credit. **6 s.h.** (w)

PROFESSOR ANDERSON

- 201. Roman Fiction.**—[Not offered in 1932-1933]

- 202. Early Latin Christian Writers.**—[Not offered in 1932-1933]

- 203-204. Epic Poetry.**—The development and significance of the epic in Latin literature, with considerable reading in the Roman epic poets. **6 s.h.**

ASSISTANT PROFESSOR GATES

- 205-206. Roman Dramatic Literature.**—Select Comedies of Plautus and Terence; select Tragedies of Seneca. Rapid reading course. **6 s.h.**

PROFESSOR ROSBOROUGH AND ASSISTANT PROFESSOR GATES

- 207-208. Roman Philosophy.**—[Not offered in 1932-1933]

- 209-210. Vulgar Latin: Introduction to Romance Philology.**—[Not offered in 1932-1933]

- 215. Introduction to Roman Art and Archaeology.**—Principles; relation to Etruscan and Greek art; Rome's progress and contributions to world art and architecture. Illustrated lectures, discussions, reports. *No knowledge of Latin required.* **3 s.h.** (w)

PROFESSOR ROSBOROUGH

- 216. Topography and Monuments of Ancient Rome.**—A study of the site of Rome, its development and progress, city plan, public buildings, dwelling-houses, aqueducts, sewers, streets, fora, theatres, etc. **3 s.h.** (w)

PROFESSOR ROSBOROUGH

For other senior-graduate courses see the Bulletin of the Graduate School.

LAW COURSES FOR ACADEMIC STUDENTS

PROFESSORS MILLER, BOLICH, CAVERS, FULLER, HORACK,
MAGGS AND OSBORNE.

The following courses are given in the School of Law and are open only to Seniors.

201. Actions and Legal History.—3 s.h.

PROFESSOR BOLICH

203-204. Contracts I.—(Including Legal Methods.) 6 s.h.

PROFESSOR FULLER

205-206. Criminal Law.—4 s.h.

PROFESSOR MILLER

208. Equity I.—2 s.h.

PROFESSOR HORACK

209. Property I.—(Personal Property). 2 s.h.

PROFESSOR OSBORNE

210. Property II.—(Introduction to Real Property). 3 s.h.

PROFESSOR CAVERS

211-212. Torts.—6 s.h.

PROFESSOR MAGGS

LIBRARY SCIENCE

MR. POWELL.

1-2. Library Methods.—This course emphasizes the function of the library in the university and gives special instruction to students on the use of libraries in general. Special emphasis will be placed on the classification of books, the use of the card catalogue, dictionaries, encyclopedias, indexes, reference books on special subjects, and biographical and bibliographical works. Although designed primarily to acquaint students with the library and its resources, this course should prove helpful to prospective teacher-librarians who plan to enter high-school work after college. The course is open to all undergraduates, is given once a week throughout the year, and carries no college credit. (w)

MR. POWELL

DEPARTMENT OF MATHEMATICS

PROFESSORS FLOWERS, MARKHAM, RANKIN, AND ELLIOTT; ASSISTANT PROFESSORS PATTERSON, ALDRIDGE, HICKSON, MILES, THOMAS, DALE, AND ROBERTS; MESSRS. ARNOLD, DRESSSEL, AND GREENWOOD, MISS STOKES; AND ASSISTANTS.

Courses 1 and 2 are the traditional freshman courses in college algebra and trigonometry. Students preferring a unified course in elementary mathematics to the traditional plan of studying the elementary subjects

separately should take course 3 instead of courses 1 and 2. Course 3 is required of students in the business administration and pre-medical groups, and special sections of this course will be designated for these students. A freshman who has had some trigonometry and a good high school record in algebra should take course 7. A student should consult the department for particulars regarding honors work in mathematics.

1. College Algebra.—*Each semester. 3 s.h.*

Students found deficient in elementary algebra may be required to review this before registering for course 1. (W & E)

STAFF

2. Plane Trigonometry.—*Each semester. 3 s.h. (W)—Fall semester. (W & E)—Spring semester.*

STAFF

Prerequisite, except by special permission of the department, course 1.

3-4. Elementary Mathematical Analysis.—A unified course treating elementary topics in mathematics. **6 s.h. (W & E)**

STAFF

7. Algebra and Trigonometry.—This course is a treatment of the essentials of algebra and trigonometry. Open to students approved by the department. **3 s.h. (W)**

STAFF

9-10. Engineering Mathematics.—This course, given for engineering freshmen and other students who desire to take more than 6 hours mathematics in their freshman year, includes college algebra, plane trigonometry, and plane analytic geometry. **10 s.h. (E)**

ASSISTANT PROFESSOR PATTERSON

11-12. Engineering Mathematics.—This course is given for engineering freshmen who do not qualify to take mathematics 9-10. *See Department of Engineering.* **10 s.h. (E)**

ASSISTANT PROFESSOR PATTERSON

16. Solid Geometry.—Given second semester on sufficient demand. **3 s.h. (W)**

STAFF

50. Plane Analytic Geometry.—*Each semester. 3 s.h. (W & E)*

Prerequisite, course 2.

STAFF

55. Differential Calculus.—*Each semester. 4 s.h. (W & E)*

STAFF

Prerequisite, course 50.

71. Mathematics of Investment.—An elementary course dealing with simple and compound interest, annuities certain, amortization, sinking funds, depreciation, evaluation of bonds, and life insurance; primarily for students in business administration. **3 s.h. (W)**

ASSISTANT PROFESSOR HICKSON

Prerequisite, 6 hours of college mathematics.

74. Statistics.—An elementary course in statistics primarily for students in business administration. **3 s.h. (w)**

ASSISTANT PROFESSOR HICKSON

Prerequisite, 6 hours of college mathematics.

100. Integral Calculus.—*Each semester.* **4 s.h. (w & e)**

STAFF

Prerequisites, courses 50 and 55.

201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trigonometry, analytical geometry, calculus, modern geometry. Brief sketches of the lives of the builders of mathematics will be given. **3 s.h. (w)**

PROFESSOR RANKIN

Prerequisite, course 100.

204. Teaching of Mathematics.*—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. **3 s.h. (w)**

Prerequisite, course 100.

PROFESSOR RANKIN

207. Fundamental Concepts of Algebra and Geometry.—This course deals with the concepts of: number, variable, function, limit, group, symbolism, definition, postulate, axiom, proposition, space, and proof. **3 s.h. (w)**

PROFESSOR RANKIN

225. Theory of Equations and Determinants.—**3 s.h. (w)**

ASSISTANT PROFESSOR DALE

Prerequisite, course 55.

228. Number Theory.—A study of elementary properties of integers; operations with respect to a modulus; theorems of Fermat and Wilson. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h. (w)**

PROFESSOR ELLIOTT

Prerequisite, course 100.

235-236. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. **6 s.h. (w)**
(w)

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 55.

* This course carries graduate credit only for students whose major subject is education.

239-240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. **6 s.h. (w)**

PROFESSOR ELLIOTT

Prerequisite, course 100.

250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high-school geometry. **3 s.h. (w)**

PROFESSOR RANKIN

Prerequisite, course 55.

252. Non Euclidean Geometry.—An introduction to the geometry of Bolyai and Lobachevsky. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

255-256. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. **6 s.h. (w)**

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 55.

259-260. Analytic Geometry of Space.—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. **6 s.h. (w)**

PROFESSOR ELLIOTT

Prerequisite, course 55.

275. Probability.—Introductory course. Combinatory analysis, mean values, Bernoulli's theorem, the probability integral, statistics. **3 s.h. (w)**

ASSISTANT PROFESSOR MILES

Prerequisite, course 100.

276. Probability.—Continuation of course 275. Geometrical probability, probability of causes, theory of errors, applications. **3 s.h. (w)**

ASSISTANT PROFESSOR MILES

280. Fourier's Series and Spherical Harmonics.—The properties of Fourier's Series and spherical harmonics with application to problems of mathematical physics. *Either semester.* **3 s.h. (w)**

ASSISTANT PROFESSOR DALE

Prerequisite, course 100.

281. Elementary Potential Theory.—Fields of force; Newtonian potentials due to volume and to surface distributions. Primarily for students who are interested in mathematical physics. **3 s.h. (w)**

ASSISTANT PROFESSOR MILES

Prerequisite, course 100.

284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. **3 s.h. (w)**

PROFESSOR ELLIOTT

Prerequisite, course 100.

DEPARTMENT OF PHILOSOPHY

PROFESSORS WIDGERY, CRANFORD, AND GILBERT

Sophomores may take courses prescribed for Juniors and Juniors may take courses prescribed for Seniors by obtaining permission through the instructor.

98. Introduction to Ethics.—An elementary consideration of some of the important moral problems in the light of philosophical tradition and the science of values. 4th period, T. Th. S. **3 s.h. (E)**

Sophomores and approved Freshmen.

PROFESSOR GILBERT

101-102. Introduction to Philosophy.—This course is intended to acquaint the student with the nature of philosophical problems and to show how they arise in the mind of the individual. Lectures, assigned readings with reports. **6 s.h.**

(w) PROFESSOR CRANFORD, (E) PROFESSOR GILBERT

104. Logic.—A study of the laws and principles of deductive and inductive reasoning. Text-book and discussion. **3 s.h. (w)**

PROFESSOR CRANFORD

201-202. The Philosophy of Art.—Study of the various phases of the aesthetic experience and forms of beauty with analysis of examples. Particular attention will be given to recent writers on aesthetics. Lectures, discussion, and reports. **6 s.h. (E)**

PROFESSOR GILBERT

203-204. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct, approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbooks. Text used: Everett's *The World of Values*. **6 s.h. (w)**

PROFESSOR CRANFORD

205. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. **3 s.h.**

PROFESSOR WIDGERY

209-210. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, reports. **6 s.h. (w)**

PROFESSOR WIDGERY

[Not offered in 1932-1933]

211-212. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of the nineteenth century. Lectures, study of texts, reports. **6 s.h. (w)**

PROFESSOR WIDGERY

[Not offered in 1932-1933]

213-214. History of Aesthetics.—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. **6 s.h. (E)**

PROFESSOR GILBERT

[Not offered in 1932-1933]

215-216. Contemporary Philosophy.—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports. **6 s.h.**

PROFESSOR WIDGERY

221. Spinoza.—Detailed study of Spinoza's works showing the development of his own thought and his relation to his contemporaries. Lectures and reports. **3 s.h. (w)**

PROFESSOR GILBERT

223-224 (Old 223). Idealism and Rationalism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. **6 s.h. (w)**

PROFESSOR CRANFORD

225. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used: Smyth's *Christian Ethics*. **3 s.h. (w)**

PROFESSOR CRANFORD

226. Outlines of the History of Ethics.—A critical survey of theories of morality from Plato to the present day. Lectures, discussions, reports. **3 s.h. (w)**

PROFESSOR WIDGERY

DEPARTMENT OF PHYSICS

PROFESSORS EDWARDS AND HATLEY; ASSISTANT PROFESSORS COLLINS, NIELSEN AND CONSTANT; MR. CARPENTER; AND ASSISTANTS

The first course in physics deals largely with those fundamental facts and theories concerning the physical universe that are supposed to be of interest to every intelligent man, and the matter presented is within the comprehension of every college student.

The courses in physics after the first year are designed to meet the needs of three classes of students: (1) those desiring to specialize in

physics with a view to work in teaching or investigation; (2) those intending to pursue the study of medicine, biology, or chemistry; (3) those looking forward to the study of engineering. The work of the first year is designed to lay a broad foundation for subsequent study.

1-2. General Physics.—This course stresses neither mathematical processes nor exact measurements. It traces historically and experimentally the development of great principles. The class is divided into four groups according to the ability of the students as judged by various tests. For the purpose of laboratory instruction, the entire class is divided into fifteen sections. Three hours recitations and two hours laboratory. **8 s.h.** (W & E)

PROFESSOR EDWARDS, MR. CARPENTER, AND ASSISTANTS

51-52. Laboratory Physics.—In this course students are taught methods of exact observation and measurement in mechanics, heat, sound, light and electricity. **1 to 3 s.h.** (W)

ASSISTANT PROFESSOR COLLINS

53. Electricity.—A course which covers the fundamental principles of electricity and magnetism in a more complete and advanced manner than is possible in Physics I. This is a lecture course with demonstrations but without individual laboratory work. Physics 102 is a correlated laboratory course. **3 s.h.** (W)

Prerequisite, course 1-2 or its equivalent.

PROFESSOR EDWARDS

54. Physical Optics and Elementary Atomic Physics.—A lecture course covering the fundamental principles of physical optics and the physics of the atom. Correlated laboratory work will be arranged if desired. **3 s.h.** (W)

PROFESSOR EDWARDS

Prerequisite, course 1-2 or its equivalent.

55. Mechanics.—This course covers in a thorough way the more advanced phases of mechanics, which do not require the use of the calculus. Course 1-2 or its equivalent and a knowledge of trigonometry are prerequisites to this course. **3 s.h.** (W)

ASSISTANT PROFESSOR COLLINS

56. Heat.—A semester course covering the principles of heat. This course is a preparation for advanced courses in Physical Chemistry and Thermodynamics. Course 1-2 or its equivalent and a knowledge of trigonometry are prerequisites to this course. **3 s.h.** (W)

ASSISTANT PROFESSOR COLLINS

61-62. Physics for Engineers.—A course in general physics which gives special emphasis to engineering problems. Open to sophomores who have completed trigonometry. Four hours recitation (E) and three hours laboratory. Old number 3-4. **10 s.h.** (E)

PROFESSOR HATLEY AND ASSISTANT PROFESSOR COLLINS

63. Household Physics.—A course designed primarily to meet the requirements in physics for students to specialize in domestic science. The course is based on Whitman's *Physics of the Household*. *First or second semester*. Old number 5. **3 s.h.** (E)

MR. CARPENTER

64. Teacher's Physics.—This course is designed primarily for those intending to teach physics in secondary schools. Enough advanced theory is covered to give some perspective, but special emphasis is placed on a study of method, every-day application of principles construction of apparatus, the mounting of classroom experiments, and on general laboratory technique. *First or second semester*. **3 s.h.** (W)

MR. CARPENTER

Prerequisite, course 1-2 or its equivalent.

65-66. Pre-Medical Physics.—This course is designed to meet in a thorough way the requirements for entrance into the study of Medicine. The course is made up of demonstration lectures, recitations, problem periods and laboratory sections. A knowledge of the elements of trigonometry is a prerequisite. Old number 9-10. **10 s.h.** (W)

PROFESSORS EDWARDS, HATLEY, ASSISTANT PROFESSOR COLLINS,
MR. CARPENTER AND ASSISTANTS

If less than ten students elect any one of the four preceding courses, it may not be offered.

101. Physics Problems.—First or second semester, each one, two or three hours. Total possible credit **3 s.h.** Old number 57. (W)

ASSISTANT PROFESSOR NIELSEN

102. Electrical Measurements.—This course is intended as a general elective for students in electrical engineering and physics. A fundamental course in electrical engineering or course 207 or course 53 is a prerequisite. One recitation and two three-hour laboratory periods per week. **1 to 3 s.h.** (W)

ASSISTANT PROFESSOR NIELSEN

103-104. General Physics.—A lecture demonstration course covering the fundamental principles of physics. No laboratory exercises are given in this course. Students desiring individual laboratory work should take Physics 151. **6 s.h.** (W)

PROFESSOR EDWARDS

An elementary knowledge of the calculus and credit for 12 semester-hours in physics are presumed in all of the following courses.

201-202. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of inductance capacity, induction coils, oscillatory discharge, high-frequency generators and transformers, and the various methods of detecting electromagnetic waves. **6 s.h.** (W)

ASSISTANT PROFESSOR COLLINS

Prerequisite, course 207 or its equivalent.

203-204. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. **6 s.h. (w)**

ASSISTANT PROFESSOR COLLINS

205-206. Physical Optics.—This course is a treatment of the subject of light adapted to the needs of students completing general physics and is of special interest to chemical and pre-medical students. The laboratory work is based on Taylor's *Advanced Optics*. Two lectures and one three-hour laboratory period per week. **6 s.h. (w)**

PROFESSOR HATLEY

207-208. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Starling's *Electricity and Magnetism* is used as a basis of the lectures. Three lectures per week, throughout the year. **6 s.h. (w)**

ASSISTANT PROFESSOR CONSTANT

209. Thermodynamics.—Thermodynamics is the science on which the physico-chemical sciences are based. This introductory course deals with basic principles freed from all unnecessary complications. Hence it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. **3 s.h. (w)**

PROFESSOR EDWARDS

211-212. History of Physics.—A rapid review of the fundamental laws of physics developed from the historical point of view. First or second semester. **2 s.h. (w)**

PROFESSOR EDWARDS

DEPARTMENT OF PSYCHOLOGY

PROFESSOR MCDUGALL; ASSOCIATE PROFESSOR LUNDHOLM; AND ASSISTANT PROFESSORS ZENER, RHINE, AND ADAMS.

101. Introduction to Psychology: General Principles.—Lectures, demonstrations, prescribed readings, and reports. **3 s.h. (w & e)**

PROFESSOR MCDUGALL, ASSISTANT PROFESSORS
ZENER AND RHINE

This course will be given on the East Campus provided there is sufficient demand for it.

102. Introduction to Psychology: Experimental and Applied.—A demonstrational introduction to the method and results of experimental and applied psychology. **3 s.h. (w)**

ASSISTANT PROFESSOR ZENER

104. Comparative Psychology.—Lectures, readings, and reports on the phylogeny of mind, from protozoa to man. **3 s.h. (w)**

ASSISTANT PROFESSOR ADAMS

106. Psychology of Character and Conduct.—Lectures, readings, and reports. **3 s.h.** (w)

ASSISTANT PROFESSOR RHINE

[Not offered in 1932-1933]

201. Social Psychology.—Lectures, readings, and reports. **2 s.h.** (w)

PROFESSOR McDUGALL

[Not offered in 1932-1933]

203. Psychology of Aesthetics.—Lectures, readings, and reports. **3 s.h.** (w)

ASSOCIATE PROFESSOR LUNDHOLM

205. Psychology of Reasoning.—Lectures, readings, and reports. **3 s.h.** (w)

ASSISTANT PROFESSOR RHINE

[Not offered in 1932-1933]

207. Advanced Laboratory Psychology.—An introduction to experimental techniques, with emphasis on individual problems. Laboratory. **3 s.h.** (w)

ASSISTANT PROFESSOR ZENER

208. Neurological Foundations of Psychology.—A comparative study of the neural basis of behavior. Lectures, laboratory. **4 s.h.** (w)

ASSISTANT PROFESSOR ZENER

[Not offered in 1932-1933]

209. Experimental Psychology.—

A. Survey of experimental work on maturation, learning, memory, motive, emotion, fatigue. Lectures, discussions, reports. **3 s.h.**

[Not offered in 1932-1933]

B. Survey of experimental work on the cognitive processes: sensing, perceiving, thinking. Lectures, discussions, reports. **3 s.h.**

ASSISTANT PROFESSOR ZENER

[Offered in alternate years to 209A]

210. Physiological Psychology.—A consideration of those aspects of the physiology of the nervous system relevant to behavior. Lectures, reports, laboratory. **4 s.h.** (w)

ASSISTANT PROFESSOR ZENER

212. History and Critical Survey of Psychical Research.—Lectures, demonstrations, discussions. **1 s.h.** (w)

ASSISTANT PROFESSOR RHINE

214. Psychology of Personality.—Lectures, discussions, reports, and demonstrations. **3 s.h.** (w)

ASSISTANT PROFESSOR RHINE

215. Child Psychology.—Lectures with motion picture demonstrations of environmental forces in child behavior and development. **3 s.h.** (w)

ASSISTANT PROFESSOR ADAMS

217. Seminar in Comparative Psychology.—Fundamental concepts; tropisms, instinct, gradients, regulations, evolutionary theories, etc. **2 or 3 s.h.** (w)

ASSISTANT PROFESSOR ADAMS

218. Abnormal Psychology.—Lectures, readings, and demonstrations. **3 s.h.** (w)

ASSOCIATE PROFESSOR LUNDHOLM

219-220. History of Psychology.—Lectures and prescribed readings. A survey of the development of thought on the major problems of psychology from the earliest times to the present day. **2 s.h.** (w)

PROFESSOR McDOUGALL

221. Psychology of Suggestion and Hypnosis.—Lectures, demonstrations, discussions. (w)

ASSISTANT PROFESSOR RHINE

(Students admitted by consultation with instructor.)

223. Schools of Abnormal Psychology—Seminar.—**2 or 3 s.h.** (w)

ASSOCIATE PROFESSOR LUNDHOLM

Undergraduates admitted only if pre-medical students or if seniors and candidates for honors in Psychology.

DEPARTMENT OF RELIGION

PROFESSORS RUSSELL, SPENCE, CANNON, ORMOND, BRANSCOMB**, MYERS, GARBER, GODBEY,* HICKMAN, AND SMITH; ASSISTANT PROFESSOR CRUM; DR. CLARK; MRS. SPENCE.

The Department of Religion is divided into several sub-divisions. The purpose is to offer courses through which the college student, especially one looking forward to some form of Christian work, may secure a general view of the field of religion, both in theoretical and in practical phases.

Courses 1-2, 51-52, 101-102, 103-104, 105-106, 215-216, 269-270 and Philosophy 225 (Christian Ethics) may be taken in fulfilment of the requirement in Religion.

1-2. The English Bible.—In this course a survey of the contents of the Bible is made, with particular reference to the literary, historical, and religious values. It is required of all students majoring in Religion, and is open to others as an elective in the freshman year. **6 s.h.** (E & w)

PROFESSORS MYERS, SPENCE, ORMOND,
DR. CRUM, AND MRS. SPENCE

51. The History of the Hebrew People.—A study of the Hebrew people that gives attention to their political history, their religious and social institutions, their literary development, with special reference to their contribution to civilization. *For sophomores and juniors.* **3 s.h.** (E & w)

PROFESSOR MYERS, DR. CRUM, AND MRS. SPENCE

* Service terminated Jan. 31, 1932.

** On leave of absence, 1931-1932.

52. New Testament Literature.—In this course a study is made of the literature of the New Testament, its historical background, and its religious values. *For sophomores and juniors.* 3 s.h. (E & W)

PROFESSOR MYERS, DR. CRUM, AND MRS. SPENCE

101. The Social Teachings of the Prophets and Jesus.—A study of the social teachings of the Old Testament prophets and of the social ideals of Jesus as they appear in the four gospels. 3 s.h. (W)

PROFESSOR ORMOND

102. The Christian Church in the Social Order.—This course will deal with the Christian Church in its service to society and its relation to other social institutions. 3 s.h. (W)

PROFESSOR ORMOND

103. The Prophets of the Old Testament.—In this course a study is made of the history and nature of prophecy, with particular attention being given the messages of the outstanding pre-exilic literary prophets. 3 s.h. (W)

PROFESSOR MYERS

104. The History and Religion of the Jews to the Roman Period.—The work in this course is based largely on exilic and post-exilic prophecy, the wisdom literature, and the earlier apocalypses. 3 s.h. (W)

PROFESSOR MYERS

105. Great Epochs in Church History.—The most important events in the history of the Christian church from the Apostolic Age through the Reformation are considered in their bearing on civilization. 3 s.h.

PROFESSOR ———

[Not offered in 1932-1933]

106. Outlines of the History of Religion.—A brief survey of the chief religious systems of the world, ancient and modern, including those of Babylonia, Assyria, Greece, Rome, Persia, Hinduism, Buddhism, Confucianism, Shinto, Islam, Judaism, and Christianity. 3 s.h.

PROFESSOR ———

[Not offered in 1932-1933]

215. The Life of Jesus.—A study of the life of Jesus as recorded in the Synoptic Gospels. 3 s.h. (W)

PROFESSOR MYERS

216. The Teaching of Jesus.—An interpretation of the teaching of Jesus as recorded in the Synoptic Gospels. 3 s.h. (W)

PROFESSOR MYERS

269-270. Masterpieces of Great Religious Literature.—In the first semester a study is made of the great inspirational literature of the ancient world. The greater part of the material is taken from the Bible, though literatures of other races and religions are considered. The second semester is devoted to religious thought in the literature from the second to the twentieth centuries. 6 s.h. (W)

PROFESSOR SPENCE

225. Philosophy—Christian Ethics.—(See Department of Philosophy for description). **3 s.h.**

PROFESSOR CRANFORD

ELECTIVE COURSES

All courses listed as acceptable in fulfilling the requirement in the Department of Religion are also open as electives for other students, with the exception of courses 1-2. After the requirements in Religion have been met, consent of the instructor must be secured to be admitted to other courses in the group offered to meet the requirements in the Department.

131-132. American Christianity.—The aim of this course is to trace the growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America. Prerequisite, History 1-2 or its equivalent. **6 s.h. (w)**

PROFESSOR GARBER

[Not offered in 1932-1933]

169. Character Problems.—Problems of youth in character building. **3 s.h. (w)**

DR. CRUM

170. Religion and the Modern Home.—A study of the American home in its contemporary social and religious aspects. **3 s.h. (w)**

DR. CRUM

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. **6 s.h. (w)**

PROFESSOR ———

203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. **6 s.h. (w)**

PROFESSOR RUSSELL

211-212. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. **6 s.h. (w)**

DR. CLARK

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given the creation of the literature of the New Testament. **6 s.h. (w)**

DR. CLARK

217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. **3 s.h. (w)**

DR. CLARK

218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. **3 s.h. (w)**

PROFESSOR RUSSELL

219. Life of Paul.—A study of Paul's life on the basis of Acts and the letters of Paul, emphasizing the permanent values in Paul's work and his contribution to the world. **3 s.h.** (w)

PROFESSOR MYERS

[Not offered in 1932-1933]

233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. **3 s.h.** (w)

PROFESSOR GARBER

234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. **3 s.h.** (w)

PROFESSOR GARBER

251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. **3 s.h.** (w)

PROFESSOR ORMOND

252. Rural Church Administration.—This course deals with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. **3 s.h.** (w)

PROFESSOR ORMOND

261. An Educational Approach to Religion.—A study in the educational theory of religion, including a discussion of the social, psychological, and theological aspects of moral and religious growth. **3 s.h.**

PROFESSOR SMITH

262. Organization of Religious Education.—The development of a system of organization and administration based upon constructive educational theory, and embracing week-day as well as Sunday agencies of religious education. **3 s.h.**

PROFESSOR SPENCE

263. Curriculum of Religious Education.—Educational conceptions of the curriculum; values and uses of current curricula; principles and techniques of curriculum construction. **3 s.h.**

PROFESSOR SPENCE

264. Technic of Teaching Religion.—Objectives and principles of the teaching process, including a discussion of the major types of educational procedure. **3 s.h.**

PROFESSOR SPENCE

265. Religious Drama.—A study of the uses and underlying principles of religious drama, followed by a critical examination of selected dramatic productions. **3 s.h.**

PROFESSOR SPENCE

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. **3 s.h. (w)**

PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, course 275 or its equivalent. **3 s.h. (w)**

PROFESSOR HICKMAN

281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. **3 s.h. (w)**

PROFESSOR CANNON

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. **3 s.h. (w)**

PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of Northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. **3 s.h. (w)**

PROFESSOR CANNON

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. **3 s.h. (w)**

PROFESSOR CANNON

DEPARTMENT OF ROMANCE LANGUAGES

PROFESSORS WEBB, COWPER, AND JORDAN; ASSOCIATE PROFESSOR LUNDEBURG;
ASSISTANT PROFESSORS YOUNG AND WALTON; MESSRS. BRIDGERS,
DAVIS, AND QUINN, MISS RAYMOND; AND ASSISTANTS.

The courses in French from 1 to 8 inclusive are for the general student. They seek to impart a reading knowledge of standard French and to furnish an introduction to French life and letters. Courses 107 and 217 offer systematic training in the French language. They prepare for university courses where French is used in class, for foreign study, and for teaching French. Course 218 treats the materials and methods of High-School French. The literary courses are devoted to the systematic study of classical and modern French literature. Advanced students are offered an introductory course in Old French philology and literature.

The Spanish courses 1 to 6 inclusive are for the general student. Course 171 gives training in the use of the Spanish language. Course

172 is a course on the materials-and-methods of High-School Spanish. The remaining courses are devoted to the systematic study of the literature of Spain and Spanish-America.

An intensive course in Italian is offered well-qualified students.

Owing to the large enrollment in the elementary French and Spanish courses it may be necessary to limit the number admitted to the maximum permitting effective teaching.

FRENCH

1. Elementary French.—Pronunciation, grammar to include regular verb forms and common irregular verbs, translation. **3 s.h.**

ASSISTANT PROFESSORS YOUNG AND WALTON; MR. BRIDGERS,
MR. QUINN, AND MISS RAYMOND

Section 1—East Campus. Sections 2, 3, 4, 5—West Campus.

2. Elementary French.—Completion of the irregular verb, composition, dictation, and translation of simple French. **3 s.h.**

ASSISTANT PROFESSORS YOUNG AND WALTON; MR. BRIDGERS,
MR. QUINN, AND MISS RAYMOND

Section 1—East Campus. Sections 2, 3, 4, 5—West Campus.

3. French Prose.—Grammar review, dictation, reading, and translation of selected works of modern French authors. **3 s.h.**

PROFESSORS WEBB, JORDAN, AND COWPER; ASSISTANT PROFESSOR YOUNG;
MR. BRIDGERS, MR. DAVIS, MR. QUINN, AND MISS RAYMOND

Prerequisites, French 1 and 2, or two years of high-school French.

Sections 1, 2, 3, 4, 5—East Campus. Sections 6, 7, 8, 9, 10, 11—West Campus.

4. French Prose.—Dictation, verb drill, reading, and translation of Modern French authors. **3 s.h.**

PROFESSORS WEBB, JORDAN, AND COWPER; ASSISTANT PROFESSOR YOUNG;
MR. BRIDGERS, MR. DAVIS, MR. QUINN, AND MISS RAYMOND

Prerequisites, French 3 or equivalent.

Sections 1, 2, 3, 4, 5—East Campus. Sections 6, 7, 8, 9, 10, 11—West Campus.

51. Introductory Survey of French Literature from 1636.—Selected works of Corneille, Racine, Molière, Voltaire, outline history, outside readings, and reports. Old number 5. **3 s.h.**

PROFESSORS COWPER AND JORDAN; ASSISTANT PROFESSOR
WALTON; AND MR. BRIDGERS

Prerequisites, French 3 and 4.

Section 1—East Campus. Section 2—West Campus.

52. Introductory Survey of French Literature from 1750.—Selected works of Rousseau, Chateaubriand, Hugo, Balzac. Outline history, outside readings, and reports. Old number 6. **3 s.h.**

PROFESSORS COWPER AND JORDAN; ASSISTANT PROFESSOR
WALTON; AND MR. BRIDGERS

Prerequisites, French 3 and 4.

Section 1—East Campus. Section 2—West Campus.

53-54. Introduction to the Background of Modern French Literature from 1624 to the present day.—The geography of France. Selected works of biography and history in French. Outside readings in outline histories and on selected topics with reports. **6 s.h.**

PROFESSORS COWPER AND JORDAN; ASSISTANT PROFESSOR
WALTON; AND MR. BRIDGERS

Prerequisites, French 3 and 4.

Section 1—East Campus. Section 2—West Campus.

(Course 51-52 may be taken instead of 53-54.)

55-56. Exercises in Spoken French.—One or two hours a week. Old number 25-26. **2 s.h.** (E or W)

PROFESSOR ——— AND MISS RAYMOND

(Offered when schedule permits to a limited number of students taking French 51-52 or above.)

107. French Composition.—Review of Grammar. Oral and written composition. **3 s.h.**

PROFESSOR COWPER AND MISS RAYMOND

Section 1—East Campus. Section 2—West Campus.

108. The French Romantic Movement.—**3 s.h.**

Section 1—East Campus. Section 2—West Campus.

PROFESSOR COWPER AND MISS RAYMOND

109. Molière.—**3 s.h.** (W)

PROFESSOR WEBB

[Not offered in 1932-1933]

110. Poems of Victor Hugo.—**3 s.h.** (W)

PROFESSOR WEBB

[Not offered in 1932-1933]

111. French Drama Since 1850.—Realism in French drama, the social comedy, the problem play. **3 s.h.** (W)

ASSISTANT PROFESSOR YOUNG

112. French Drama Since 1850.—The Théâtre Libre, the psychological drama, survival and renewal of romanticism, the symbolistic drama, the contemporary stage. **3 s.h.** (W)

ASSISTANT PROFESSOR YOUNG

113-114. The Seventeenth and Eighteenth Centuries.—The rise and decline of French classicism from Malherbe to the Encyclopédistes and Beaumarchais. Lectures and reading. **6 s.h.** (E)

ASSISTANT PROFESSOR WALTON

215-216. The Modern French Novel.—A survey from Madame de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. **6 s.h.** (W)

PROFESSOR JORDAN

217. The French Language.—French phonetics, dictation, conversation, lectures in French. **3 s.h.** (w)

PROFESSOR WEBB

218. Materials and Methods.—A survey of the methods of teaching French in the high school and the study of standard texts. Training in the use of material to develop the command of the language and to broaden the teaching equipment. **3 s.h.** (w)

PROFESSOR WEBB

219. Old French.—An introduction to the Old French language and literature. Brief study of Old French grammar; the *Chanson de Roland*; lectures. **3 s.h.** (w)

PROFESSOR COWPER

[Not offered in 1932-1933]

220. Old French.—Types of Old French literature. Reading of typical *Romans d'aventure*, lectures. **3 s.h.** (w)

PROFESSOR COWPER

[Not offered in 1932-1933]

231. Rousseau and the Beginnings of Romanticism.—**3 s.h.** (w)

PROFESSOR COWPER

[Not offered in 1932-1933]

ITALIAN

181-182. Italian.—Wilkins, *First Italian Book*; Cowper, *Italian Folk Tales*; Dante, *Vita Nuova*; Dante, *Divina Commedia*. **6 s.h.** (w)

PROFESSOR WEBB

[Not offered in 1932-1933]

SPANISH

1. Elementary Spanish.—Pronunciation; grammar to include the regular conjugations and more common irregular verbs; early reading of simple prose. **3 s.h.**

Sections 1 and 2 East Campus. Sections 3, 4, 5, West Campus.

ASSOCIATE PROFESSOR LUNDEBERG; ASSISTANT PROFESSOR
YOUNG, MR. QUINN, MR. DAVIS, MISS RAYMOND

2. Elementary Spanish.—Continuation of course 61; completion of regular and irregular verbs; the subjunctive mood; dictation; composition; reading of cultural material and short stories of easy grade. **3 s.h.**

Sections 1 and 2 East Campus. Sections 3, 4, 5, West Campus.

Prerequisites: Spanish 1 or one year of high school Spanish.

ASSOCIATE PROFESSOR LUNDEBERG; ASSISTANT PROFESSOR
YOUNG, MR. QUINN, MR. DAVIS, MISS RAYMOND

3. Intermediate Spanish.—Review of grammar with emphasis on irregular verbs, the subjunctive mood, idiomatic expressions; composition and

dictation; reading of modern Spanish plays and novels to develop ability to read with translating. **3 s.h.**

Section 1 East Campus. Sections 2 and 3 West Campus.

Prerequisites: Spanish 1 and 2 or two years of high school work.

ASSOCIATE PROFESSOR LUNDEBERG, MR. BRIDGERS,
MR. QUINN, MISS RAYMOND

4. Intermediate Spanish.—Rapid reading and interpretation of representative modern novels, plays and easy lyrics, with emphasis on the development of reading power. **3 s.h.**

Section 1 East Campus. Sections 2 and 3 West Campus.

Prerequisites: Spanish 3 or equivalent.

ASSOCIATE PROFESSOR LUNDEBERG, MR. BRIDGERS,
MR. QUINN, MISS RAYMOND

65. Introduction to Spanish Literature.—Study of selected masterpieces of nineteenth century Spanish literature; Valera, Galdós, Valdés, Blasco Ibañez, Tamayo, Echegaray; study of literary trends; collateral reading and reports. **3 s.h.**

Section 1 East Campus. Section 2 West Campus.

Prerequisites: Spanish 3 or equivalent.

ASSOCIATE PROFESSOR LUNDEBERG

66. Introduction to Spanish Literature.—Study of representative masterpieces of the novel and theater of the golden age; the picaresque novel, Cervantes, Calderón; lectures on the literary background, collateral reading and reports. **3 s.h.**

Section 1 East Campus. Section 2 West Campus.

Prerequisites: Spanish 65 or equivalent.

ASSOCIATE PROFESSOR LUNDEBERG

167-168. The Modern Spanish Novel.—The *Costumbrista* writers, Realism, the Regionalist tendency, the Generation of '98, recent trends. **6 s.h.** (w)

ASSOCIATE PROFESSOR LUNDEBERG

[Not offered in 1932-1933]

173-174. The Modern Spanish Theater.—The drama of social problems as developed since 1850, foreign influences, pseudo-romanticism; the poetic and historical drama; symbolism; the *género chico*, etc. **6 s.h.** (w)

ASSOCIATE PROFESSOR LUNDEBERG

171. The Spanish Language.—Composition, oral drill, letter writing, readings in commercial Spanish. **3 s.h.** (w)

[Not offered in 1932-1933]

ASSOCIATE PROFESSOR LUNDEBERG

172. Materials and Methods.—Introduction to Spanish phonetics; survey of methods of teaching Spanish in the high school; evaluation of standard texts; brief consideration of recent trends in methodology. **3 s.h.** (w)

[Not offered in 1932-1933]

ASSOCIATE PROFESSOR LUNDEBERG

DEPARTMENT OF SOCIOLOGY

PROFESSORS ELLWOOD AND JENSEN

No course in Sociology is open to freshmen.

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

101. General Sociology.—An introduction to the scientific study of social life; its origin, evolution, and organization, as illustrated by the study of a number of concrete social problems. This course is repeated each semester and is prerequisite to all other courses in Sociology. **5 s.h. (w)**

PROFESSOR ELLWOOD

102. General Sociology.—The same course as 101. For second semester students. **5 s.h. (w)**

PROFESSOR ELLWOOD

205. Social Pathology.—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. **3 s.h.**

PROFESSOR JENSEN

206. Criminology.—Prerequisite, course 1. A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. **3 s.h.**

PROFESSOR JENSEN

212. Child Welfare.—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. **3 s.h.**

PROFESSOR JENSEN

213. Constructive Social Policies.—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. **2 s.h.**

[Not offered in 1932-1933]

215. Rural Sociology.—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied such as the drift to the cities, farming as an occupation, land problems, farm labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, and the social center. **3 s.h.**

[Not offered in 1932-1933]

216. Urban Sociology.—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. **3 s.h.**

[Not offered in 1932-1933]

217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. **3 s.h.**

PROFESSOR ELLWOOD

218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and mental ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. **3 s.h.**

PROFESSOR ELLWOOD

227. Emigration and Immigration.—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organization in the New World; problems, agencies and processes of assimilation. **3 s.h.**

PROFESSOR JENSEN

GENERAL REGULATIONS

The academic year is divided into two semesters. The first semester begins September 21, the second, February 1. Commencement is held on Tuesday and Wednesday after the first Sunday in June.

TIME OF ENTRANCE

Patrons of the University and students who intend to enter the freshman class are reminded that the entrance examinations are held at the opening of the first semester in September and that this is the proper time to enter. If an applicant for admission cannot come early in the year, he should wait, except in very unusual cases, until the opening of the next semester. It is important that all students be present on the first day of the session, for those who are late incur the penalties described above in this catalogue under the topic "Admission to College" and below under the sub-topic "Course-Cards." Students who enter after the beginning of the semester are marked absent in the work they have missed in the courses to which they are admitted, and these absences are counted as other absences from class.

MATRICULATION, REGISTRATION, AND ENROLLMENT

All students must appear before the Committee on Admission and obtain cards for admission or examination. Cards of admission must be presented at the Treasurer's office at the time of matriculation. All students, both old and new, are required to matriculate at the beginning of each semester and to obtain from the Treasurer a certificate of matriculation which serves also as an enrollment card. Students matriculating in either semester at a date later than that prescribed in this catalogue shall pay to the Treasurer a penalty of five dollars for late registration. Students whose course-cards have been approved in the spring in the manner provided below are given an opportunity during the summer to matriculate by mail for the first semester. No student without a matriculation card is admitted to any class.

COURSE-CARDS

Members of the freshman, sophomore, and junior classes are required to submit to the Dean, not later than May 1, cards showing their selection of courses for the following year. These cards must be approved by the Dean. After being approved, the cards must be filed for permanent record in the Dean's office. Students in the freshman, sophomore, and junior classes who do not select their courses for the following year at the time appointed have to pay a fee of five dollars to the Treasurer of the University before their course-cards may be approved in the fall. Students whose course-cards have been approved but who, for reasons not arising within the University, desire to make a change in the card approved have to pay to the Treasurer a fee of one dollar for each change made. Elective courses beyond the number required for a degree may be marked "extra." No course may be dropped without permission of the Dean.

EXAMINATIONS

Mid-year and final examinations are held in all subjects in January and May respectively. The examination record, combined with the record made in class, constitutes the student's final grade.

REGULATIONS REGARDING GRADES

The following regulations have been adopted by the Faculty :

Grades shall be reported so as to indicate one of four things :

(1) *Passed*. A grade of "A," "B," "C," or "D" shall indicate that a student has passed a course. The work of this group of students shall be graded according to the following system: "A": exceptional; "B": superior; "C": medium; "D": inferior.

(2) *Failed*. A grade of "F" shall indicate that the student has failed in the course and that in order to receive credit for the course he shall be obliged to take the work again in class.

(3) *Incomplete*. (a) A grade of "I" may be reported by the instructor if for any reason he is unable to report the final grade at the regular time. (b) All students (with incomplete grades) who have not satisfied the requirements of the departments concerned and who have not obtained a passing grade before the close of the semester following the date of the reg-

ular examination in which the "I" was incurred are regarded as having failed on the course concerned and must repeat the work in class in order to receive credit.

(4) *Absent from Final Examination.* (a) The grade "X" shall indicate that the student was absent from the final examination. (b) A student absent from examination and marked "X," if his absence has been excused by the Dean of the College, may receive an examination on the payment of a fee of three dollars to the Treasurer of the University. The department concerned shall arrange for the examination in cases where absences are incurred and excused, and the grade reported in these cases shall be that earned by the student.

Excuses for absences from examination are handled in the same manner as excuses for absences from class.

NUMBER OF HOURS OF CLASS WORK

No undergraduate student is allowed to take less than four-teen hours of class work a week without special permission of the Dean.

No undergraduate student may take more than the normal amount of work in one semester if he fails to make an average grade higher than "C" on the work of the preceding semester.

CLASS STANDING

For a student to rank as a sophomore, he must have to his credit twenty-four semester-hours with an average grade of "C"; as a junior, fifty-six semester-hours with an average grade of "C"; as a senior, ninety semester-hours with an average grade of "C."

SENIOR WORK

A student of the senior class, irrespective of his average grade in preceding years, must, in order to be eligible for graduation, complete his work of the senior year with an average grade of "C" or better.

EXCLUSION FOR FAILURE

A student of the freshman class is not permitted to remain in the University in the second semester unless he passes as much as six semester-hours of the work of the first semester;

a student of any one of the three other classes is not permitted to remain in the University in the second semester unless he passes as much as nine semester-hours of work in the first semester.

A student of the freshman class is not permitted to re-enter in September, nor to enter Summer School, if he did not pass at least eighteen semester-hours of the work in the previous year; a student of any one of the three other classes is not permitted to re-enter in September, nor to enter the Summer School, if he did not pass at least nine semester-hours of work in the second semester of the previous year and a total of eighteen semester-hours of work for the entire year.

STUDENTS TRANSFERRING FROM OTHER INSTITUTIONS

Students whose advanced credits from another institution are accepted by the University will be given an average grade of "C" on the semester-hours with which they are credited, provided their grades warrant it.

DEFICIENCIES IN COMPOSITION

The following regulations have been adopted by the Faculty:

1. Any freshman who is found by the English Department to be unable to handle satisfactorily the work of composition in English 1-2 is required to take special work until he is able to do satisfactorily the regular work of English 1-2.
2. No student who has failed in English 1-2 or 3 is permitted to become a special student without continuing his work in composition until he has made up his deficiency in this work.
3. Whenever the work of a student in any subject is satisfactory to an instructor except for gross errors in English, the instructor concerned may hand in a provisional grade only. This grade may not be recorded in the college files until the student shall have improved his work in composition to the satisfaction of the English Department. A list of such provisional grades, along with evidence of deficiencies, shall be furnished the English Department each term by the officers in charge of the grades, and a report shall be made by this department when the deficiencies shall have been removed.

4. All instructors are requested to advise their students each semester concerning these regulations.

CANDIDATES FOR ACADEMIC DEGREES

1. A tentative list of all candidates for the bachelor's degree shall be prepared under the supervision of the Dean of the College as early in the college year as possible, shall be read by him to the Faculty at its first regular meeting in October, shall be furnished in copy to each department of instruction for information and reference, and also shall be posted in copy on the official bulletin board of the University for the information of the students concerned.

2. Copies of a second such tentative list likewise shall be prepared, read, and distributed by April 15.

3. A final list of all candidates for the degree shall be read by the Dean to the Faculty at its first regular meeting in May and shall be adopted by the Faculty as the final list. After the adoption of this list no name may be added to it.

4. Similar lists of all candidates for the master's degree, with courses counting for credit named, shall be prepared by the Dean of the Graduate School on the dates named above, shall be read to the Faculty, and shall be furnished to all departments concerned.

5. Students who during Summer School complete the requirements for a degree shall be classified for graduation as of the year following the Summer School in which the work was completed, and their names shall so appear in the catalogue of the University and on the commencement program.

ABSENCES FROM CLASS

Regular and punctual attendance in class-work is required of all students. Absences must be explained to the Dean of the College. Any student who without acceptable excuse absents himself from his class-work may be disciplined by the Dean at his discretion.

Weekly reports of all absences of students from class are made by each instructor and are filed in the office of the Dean.

A permanent record of the attendance of each student is kept and becomes a part of his general college record.

All absences, whether excused or unexcused, shall be made up to the satisfaction of the department concerned. If a student incurs more than two unexcused absences or more than a total of seven absences in a three-hour course, and if he incurs more than three unexcused absences or more than a total of nine absences in a four-hour course, he shall suffer the loss of quality-points as follows: for the first absence in excess of the number allowed, one quality-point shall be deducted; for the second, two quality-points; for each absence thereafter, three quality-points.

A student is counted absent from meetings of a class held before he matriculates at the beginning of a semester. These absences are handled in the same way as are other absences.

Each absence incurred just before or after the Thanksgiving, Christmas, or Easter holidays shall be counted as two absences, excused or unexcused as the case may be.

SCHOLARSHIP REGULATIONS FOR ATHLETIC AND OTHER ORGANIZATIONS

The following regulations have been adopted by the Faculty:

1. Any student who receives less than a passing grade on more than six hours of his required work of the preceding term shall be ineligible to represent the University in any athletic contest, concert, or other public event.

2. Students who are candidates for participation in such contests or events or who are members of organizations engaging in them are required also to be doing satisfactorily the work of the current term. In order to enforce this requirement the following regulations have been adopted:

- (a) No team or organization shall represent the University in a public event until a list of its members has been submitted to the Faculty for approval.

- (b) It shall be the duty of the student manager of every team or organization to furnish the secretary of the Faculty for the use of the Faculty at least four weeks before the first public appearance of the team or organization is scheduled to take place, a written list of all candidates for places on such team or organization.

(c) The names of the candidates for places on any team or organization shall be read to the Faculty at its first regular meeting after the list has been furnished to the secretary, and they shall be recorded in the minutes of the Faculty for that meeting.

(d) If at the time this list is presented to the Faculty, or at the next regular meeting of the Faculty thereafter, any member of the Faculty shall report that a student who is candidate for a place on a team or organization is failing in his work, it shall be the duty of the secretary to give the student written notice of this report, specifying the course or courses in which the student is reported as failing. If a student is reported by two or more instructors as failing, he shall be notified that he will not be eligible to represent the University on any team or organization so long as more than one instructor reports him as failing in his academic work.

(e) In case a student manager shall not furnish the secretary of the Faculty with the list of candidates required at the time specified in section (b), the Faculty shall follow the procedure prescribed in sections (c) and (d) when such a list is furnished, and the secretary shall notify any student who is reported by two or more instructors as failing in his work that he will not be eligible to represent the University on any team or organization so long as more than one instructor reports him as failing.

(f) If at any time after this preliminary report is made, a student who was then eligible to represent the University on a team or organization shall be reported by two or more instructors at the same meeting of the Faculty as failing in his work, the secretary shall notify him, specifying in the notice the course in which he is reported as failing, that if he has not removed his deficiency at the end of two weeks, he will be debarred from the team or organization and will not again be eligible to represent the University on a team or organization until he has improved his work so that not more than one instructor reports him as failing.

REGULATIONS GOVERNING ATHLETIC ELIGIBILITY

Duke University is a member of the Southern Intercollegiate Athletic Conference. The athletic eligibility regulations of the University comply with the rules governing members of that Conference.

THE ATHLETIC COUNCIL

The Board of Trustees, at its regular annual meeting in June, 1907, created an athletic council to be composed of eleven members appointed annually: three from the Faculty, to be appointed by the President of the University; four from the alumni resident in the city of Durham, elected by the Alumni Association; and four from the undergraduates, one from each of the four classes, elected by the members of each class.

The three members of the Athletic Committee of the Faculty are the Faculty representatives in the Athletic Council. This Committee alone has the responsibility of enforcing the scholastic and athletic requirements of the University for student participation in intercollegiate sports. The athletic eligibility rules are those of the Southern Conference; the scholarship requirements are printed on the two preceding pages of this catalogue.

The Executive Committee of the Athletic Council is composed of the chairman of the faculty committee on athletics, and one other faculty member and one alumni member of the Council. The Athletic Council on recommendation of its Executive Committee arranges athletic schedules, awards insignia of merit earned by members of athletic teams, and strives to promote among students of the University a proper and helpful athletic spirit; to encourage good fellowship in such sports both within the student body and towards student bodies of other educational institutions; through athletic sports to help to cultivate a high sense of honor, earnest, unselfish effort and manly conduct. The Executive Committee of the Council recommends to the President of the University persons to serve as graduate manager of athletics and as coaches in the various sports. However, the election of such persons rests solely with the Trustees of the University or the Executive Committee of the Trustees, on recommendation of the President of the University.

All funds arising from athletics are handled entirely by the College Treasurer. An audit of the receipts and disbursements of these funds is made annually by the official auditors of the University.

CONDUCT OF STUDENTS

The University expects of its students loyal and hearty cooperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

ADMINISTRATION OF DISCIPLINE

General oversight of the conduct of students and the administering of discipline are vested in the Dean of the University. The duty of immediate supervision, guidance, and control of the students in each college is entrusted to the Dean of that college. However, through the expressed willingness of the students at the University to assume the responsibility of maintaining high standards of morals and honor at all times, the student body has properly become in a great degree self-governing in this respect. Two councils, one of men and the other of women, each composed of carefully-chosen and duly-elected representatives of the student body, exercise the authority granted the students to investigate all cases of misconduct, as well as all other cases of violation of proper student standards and traditions, and to make recommendations of penalties based on their findings. Occasions seldom occur where such recommendations are not accepted and enforced.

The student councils have been of great help to the administrative authorities of the University. They not merely exercise police authority for restraining and punishing evil-doers but also exert a guiding and stimulating influence for the promotion of high ideals of conduct and student relationships.

REGULATIONS REGARDING PUBLIC LECTURES AND OTHER PUBLIC OCCASIONS

All public lectures or addresses and other public events that are given under the auspices of the University or of any organ-

ization in any way connected with the University are under the supervision of the Faculty Council on Public Lectures. All dates and programs must be approved by this Council except in instances where such occasions have been placed under the supervision of the Director of Public Relations.

(1) The Council on Public Lectures shall provide each year an official calendar.

(2) All public occasions held on either the East or West University Campus are listed for the Weekly Calendar of Duke University in the office of the Department of Public Relations and Alumni Affairs in the West Campus Union. This calendar appears each Saturday, and such notices must be received by 1:00 p.m. on the Friday preceding.

Social or other events held in the West Campus Union must be listed in the office of the Director of Public Relations and Alumni Affairs, and permission must be secured for such social use of the public rooms in the building.

REPORTS

Reports of the class attendance records and of the proficiency of each student in studies are sent to his parents or guardians after the examinations at the end of each semester. For freshmen, mid-semester reports are made.

HEALTH AND PHYSICAL EDUCATION

TRINITY COLLEGE

The program of Health and Physical Education in Duke University has four distinct phases, as follows:

1. Student Health.
2. Physical Instruction.
3. Intramural Sports.
4. Intercollegiate Athletics.

The chief aim of the Student Health Department at Duke University is to furnish medical advice and care to all students while regularly matriculated members of this institution. This service includes not only the regular fall and spring semesters but diagnostic and medical care of summer school students also.

This work is under the supervision of the Director of the Student Health Department. A separate infirmary for both

men and women students on their respective campuses. Trained nurses, both day and night, are provided to assist the Director of Student Health in the care of the various ills of the students at all hours. Regular

Physical call is held at different hours daily in both infirmaries and emergency calls are made at all hours night or day, if necessary, to each infirmary. No students are allowed to remain in their rooms for treatment while ill.

A small student health fee is charged at the beginning of each semester to care for this infirmary medical service. Students must pay for their meals while in the infirmary at the same rate charged in the Union on each campus. Medical and nurse's care, drugs and dressings, are provided for each student while in the infirmary or while attending regular sick call, without charge. All surgical patients, critically ill medical patients, and serious accidents cases, are cared for in the Duke Hospital. A twenty-five per cent reduction in room fee is given all regularly matriculated students. Consultations and treatment by any specialist, surgical or medical, and special nurses used while in the Duke Hospital, must be paid for by the students or their parents.

A sympathetic and coöperative understanding is maintained by the Director of Student Health and the Director of Physical Education and Intercollegiate Athletics.

A questionnaire is sent out from the office of the Director of Student Health in the spring to all prospective students, advising certain medical and surgical care by their home physician or surgeon, such as the taking of typhoid or smallpox vaccine, removal of diseased tonsils, correction of errors of refraction, repair of a hernia, or removal of a chronic appendix before entering upon their college work. Important time is frequently lost correcting these conditions after entering the University.

Upon entering the University as careful physical examination as is possible at this time is made. Any physical defects are recorded along with the record of the questionnaire from the family physician. Frequently early cases of pulmonary tuberculosis or other disease is found and X-rays and special observation and study is necessary for the best welfare of the ill student and those about him.

The University requires all students to engage in some type of physical activity for two years, or four full semesters. This work consists of participation in natural, practical, physical activity for at least three one-hour periods each week. A credit of six hours, with an average grade of "C," is required in physical education for graduation. The aims of this work are to improve body control and strength through big muscle activities, to stimulate the development of mental and physical alertness, to establish habits of regular exercise, and to give training and experience in various kinds of recreational sports that will be indulged in after the student graduates from the University.

Intramural sports are fostered and promoted in all lines of athletic activity. Meets, tournaments, and leagues are seasonally organized in the different sports. All students in the University are eligible to enjoy the intramural privileges, provided they comply with the intramural rulings. Participation in these activities is entirely voluntary but it is very popular because it provides an opportunity for every boy to enter into competition and recreation in those sports which he enjoys most.

The intercollegiate athletic program is controlled entirely by the University and consists of the organization and training of representative freshman and varsity teams in the following sports: football, basketball, baseball, track, cross country, swimming, boxing, wrestling, tennis and golf.

WOMAN'S COLLEGE

The health of the students is under the care of the University Physician, the Resident Nurse, and the Director of Physical Education. Daily office hours are held for consultation, and every student may have free advice on all matters pertaining to her health. All cases of minor illness are cared for in a well-equipped Infirmary on the Woman's College Campus and more serious cases are sent to the Duke Hospital where special rates are given to University students.

A medical and physical examination is required of each student upon entrance and follow-up examinations are given as needed. These examinations are used as a basis for determining the type of physical exercise a student should take and any other corrective measures needed. Special remedial and corrective classes as well as rest periods are provided for students who

cannot engage in the usual sports and activities. It is the aim of the Department to develop in the student, not only physical ability, but, more especially, proper habits of living in order that her work may be carried on to the best advantage.

In addition to the required work in Physical Education there are intramural activities sponsored by the Woman's Athletic Association, and opportunities for the use of the swimming pool, tennis courts, athletic fields, and other sports equipment.

RELIGIOUS EXERCISES

Chapel exercises are conducted every week day except Monday throughout the academic year at 11:40 A.M. on the campus for men and at 11:20 on the campus for women. During the Monday chapel period all students meet by classes to confer with their respective faculty class-advisers. On each Thursday at 11:40 A.M. the College Assembly is held in the Page Auditorium, and all undergraduate men are required to be present. Vesper services are held each Sunday afternoon at 4:00 o'clock in York Chapel on the West Campus.

UNIVERSITY LECTURES AND PUBLICATIONS

THE AVERA BIBLE LECTURES

At intervals of two years a series of lectures is given under the auspices of the Avera Department of Biblical Literature. This series of lectures was established in 1897. These lectures were delivered for the year 1928-29 by Henry Sloane Coffin, President of Union Theological Seminary.

JOHN MCTYEIRE FLOWERS LECTURES

The John McTyeire Flowers lectures, established by Mr. B. N. Duke as a memorial to John McTyeire Flowers, a young alumnus of Trinity College who died in the Far East in 1905, were inaugurated in 1921.

FACULTY LECTURES

Occasional lectures are given each year by members of the Faculty or by visitors. These lectures are under the supervision of the faculty committee on public lectures, which committee also arranges annually a number of concerts and public entertainments.

DUKE UNIVERSITY DAY

In commemoration of the signing by the late James B. Duke, on December 11, 1924, the indenture setting up the Duke Endowment, under which Trinity College was expanded into Duke University, special services are held at the University and at various Alumni Clubs on this anniversary.

CIVIC CELEBRATION

A civic celebration is held each year on February 22. It is intended that this occasion shall be of service in cultivating a better citizenship and more patriotic ideals of government.

THE DUKE UNIVERSITY PRESS

Prior to 1925 Trinity College had supported the publication of *The South Atlantic Quarterly*, the *Historical Papers of the Trinity College Historical Society* as well as its *John Lawson Monographs*, and a few scholarly books.

With the establishment of Duke University, the trustees of the University authorized the organization of the Duke University Press as an agency for publishing contributions to knowledge in the fields of scholarship represented in the University. To the publications of Trinity College already established, in 1926 was added *The Hispanic American Historical Review*; in 1929, *American Literature*; and in 1930, *Ecological Monographs*. These periodicals are edited with the coöperation of scholars of Duke University and other institutions. The number of volumes annually published has increased, forty titles having appeared since 1925.

ALUMNI ORGANIZATIONS

GENERAL ALUMNI ASSOCIATION

The Alumni Association of Duke University is composed of the male graduates and former students of Trinity College and Duke University. The Association gives its annual luncheon on Tuesday of Commencement week at which a message of greeting is given by a representative of the class holding its twenty-fifth anniversary reunion. The annual business meeting of the Association is held at this time. In 1932 the alumni greeting was delivered by Luther Peele, of Laurinburg, N. C., of the Class of 1907. According to the Charter of the University, the alumni are entitled to twelve representatives on the Board of Trustees. At the annual meeting of the Association all vacancies in the alumni representation on the Board are filled, and four representatives to serve on the Athletic Council, and five representatives-at-large to serve on the Alumni Council are elected. The officers of the Association are: *President*, Edgar S. Bowling, '99, New York; *Vice-presidents*, W. Grady Gaston, '11, Gastonia, N. C.; Willis Smith, '10, Raleigh, N. C.; Rev. A. J. Hobbs, Jr., '19, New Bern, N. C.; *Secretary*, Henry R. Dwire, '02, Durham, N. C.

GENERAL ALUMNAE ASSOCIATION

The Alumnae Association of Duke University is composed of the women graduates and former students of Trinity College and of Duke University. The Association joins with the Alumni Association in the annual luncheon on Tuesday of Commencement Week, holding its annual business meeting immediately afterward. The work of the Alumnae Association is conducted on much the same basis and through the same channels as the work of the Alumni Association. The officers of the Association are: *President*, Margaret Durham Robey, '17, Buena Vista, Va.; *Vice-president*, Emily Griffith, '27, Durham, N. C.; *Secretary-Treasurer*, Elizabeth Aldridge, '24, Durham, N. C.

GENERAL ALUMNI COUNCIL

To give definite direction and supervision in the campaign for the erection of the Alumni Memorial Gymnasium, and for other purposes, an Alumni Council was provided for at the June, 1919, meeting of the Alumni Association. Since that time the Council has developed into a working body for the promotion of alumni interests by reason of its size and frequency of meetings. The constitution of the Council sets forth its purpose as being "to advance the interests and influence of Duke University; to bind more closely together the alumni and the University; to encourage class and geographical organization of the alumni; to keep in touch with undergraduate activities; to raise funds from alumni and friends for the conduct of the alumni work, the establishment of loan funds, the publication of *The Alumni Register of Duke University*, and for the maintenance and endowment of the University; to report from time to time to the President and the Board of Trustees of the University any facts and recommendations deemed by the Council worthy of consideration for the best interests of the University; and to act as a medium for making known to the University the ideas of the alumni and to the alumni the wishes of the University."

The membership is made up of representatives from local associations; class representatives, elected by reunion classes on the occasion of their fifth anniversary, or a multiple thereof; and officers of the Alumni Association.

Members of the Alumni Council: F. S. Aldridge, '96; Sidney S. Alderman, '13; Paul Barringer, '06; E. C. Bivens, '08; W. G. Bradshaw, '25; M. A. Braswell, '20; C. E. Buckner, '21; W. P. Budd, '04; J. Warren Burgess, '18; J. W. Carr, Jr., '15; W. K. Carr, '18; H. L. Caveness, '19; R. H. Courtney, '15; L. W. Crawford, '98; E. B. Culbreth, '09; H. A. Dennis, '13; C. L. Dickinson, '01; C. D. Douglas, '20; Robert T. Dunstan, '21; C. W. Edwards, '94; Myron G. Ellis, '16; J. J. Farriss, '25; T. A. Finch, '09; J. L. Gibson, '00; A. T. Griffin, Jr., '29; George P. Harris, '26; John B. Harris, '24; S. G. Hawfield, '15; H. G. Hedrick, '11; L. B. Hollowell, '26; J. L. Horne, Jr., '09; D. S. Johnson, '24; H. W. Kendall, '18; Carl H. King, '24; W. L. Knight; W. A. Lambeth, '01; J. P. Leeper, '27; Charles H. Livengood, '04; B. D. McCubbins, L'15; H. R.

Mahoney, '05; Charles B. Markham, '06; Linville K. Martin, '17; S. B. Moyle, '16; D. W. Newsom, '99; M. E. Newsom, '05; Ralph E. Parker, '17; Marshall Pickens, '25; R. T. Poole, '98; A. M. Proctor, '10; R. Percy Reade, '00; Benjamin L. Smith, '16; J. A. Sharpe, '98; H. E. Spence, '07; T. T. Spence, '14; L. E. Spikes, '24; H. D. Stewart, '92; R. R. Taylor, '03; R. E. Thigpen, '22; W. A. Thompson, '19; S. B. Underwood, '31; T. R. Waggoner, '22; G. R. Wallace, '27; John W. Wallace, '16; Carleton Weatherby, '30; C. A. Woodard, '00; M. B. Woosley, '17; J. C. Wooten, '98.

GENERAL ALUMNAE COUNCIL

At the June, 1925, meeting of the Alumnae Association the Alumnae Council was organized to function in a manner similar to that of the Alumni Council, in the interest of the former women students and of the University. Its purpose and form of organization is very much the same as that of the Alumni Council.

Members of the Alumnae Council: Alice Anderson, '27; Elizabeth Kramer Bowden, '24; Maude Hurley Chadwick, '10; Rosamond Clark, '22; Olive Faucette, '26; Mary Knight Buell, '17; Sadie Christenbury Foy, '26; Annie Pegram, '96; Maude Wilkerson Dunn, '06; Lenora Aiken, '19; Laura Mae Bivins Britt, '16; Anne Garrard, '25; Mary Johnson Livengood, '04; Frances Markham Briggs, '09; Alice Dunton, '25; Mary Tapp Jenkins, '10; Mamie Jenkins, '96; Gaiselle Kerner, '23; Katherine Mills Kittrell, '28; Inez Leath, '31; Ruth King, '31; Alice Craft Lucas, '05; Flora Meredith, '23; Elizabeth Moore, '01; Elizabeth Morris, '26; Lou Ola Tuttle Moser, '11; Jane E. Newton, '18; Annie Laurie Oliver, '28; Edith Parker, '28; Elizabeth Rucker, '31; Estelle Flowers Spears, '14; Cora Westcott Spence, '15; Jessie Thompson, A.M. '27; Gladys Price Trundle, '15; Minnie Wilson Webb, '24; Zelle Williams, '31; Susan Womble, '30; Mary Louise Cole, '21; Isabel Hoey, '28; Emma Lee Smith, '28; Sara Stewart, A.M. '29; Merle Davis Umstead, '26; Mary Eskridge King, '25; Mary Wylie Stuart, '28; Alice Baldwin, ex-officio.

THE ALUMNI OFFICE

The General Alumni Office was organized to promote the work of the local alumni and alumnae associations and to co-ordinate the various activities of the General Alumni and Alumnae Associations and the General Alumni and Alumnae Councils. Sixty-one county and local alumni associations have been formed in North Carolina and other states.

DUKE UNIVERSITY NEWS SERVICE

The Duke University News Service is the official publicity bureau of the University for the purpose of sending out news to the press. The service is under the supervision of the Director of Public Relations and Alumni Affairs, and is managed by Albert Alexander Wilkinson, '27.

THE ALUMNI REGISTER OF DUKE UNIVERSITY

The Alumni Register of Duke University is a monthly magazine published by the Alumni Association in the interest of the alumni and the University. It aims to keep the alumni in touch with one another and with the University. The editorial staff is composed of Henry R. Dwire, '02, editor and business manager; Miss Elizabeth Aldridge, '24, and A. A. Wilkinson, '27, assistant editors; Charles A. Dukes, '29, advertising manager.

APPOINTMENTS OFFICE

With the coöperation of the Alumni Office, the University maintains an Appointments Office to serve graduates and advanced students of the institution on the one hand, and those who desire well-qualified persons for teaching and commercial positions on the other hand. The Appointments Office is divided into two sections (1) the Division of Teacher Placement and (2) the Commercial Positions Division. There is a chairman in charge of each of these divisions and a central Appointments Office for both is maintained in the Administration building in charge of a full-time secretary.

FEES AND EXPENSES

The following tables show the general fees and charges collected from all students and the special fees collected from those taking courses in the sciences and in history. All fees for each semester are due and payable, unless otherwise specified, at the time of registration at the beginning of that semester, and no student is admitted to classes until arrangements have been made with the Treasurer of the University for the settlement of fees.

GENERAL FEES

Matriculation, per semester.....	\$ 25.00
Tuition, per semester.....	100.00
Room rent—See the detailed statement that follows.	
Athletic fee, admitting students to all athletic contests held on the University grounds, per semester.....	5.00
Damage fee, payable annually at the time of first registration....	1.00
Medical fee, per semester.....	2.00
Library fee, per semester.....	5.00
Commencement fee, payable annually at the beginning of the second semester	3.00
Publication fee:	
First semester	2.50
Second semester	3.00
Diploma fee, payable by candidates for degrees at the beginning of the second semester, refunded if the diploma is not awarded...	5.00

For further information concerning room rent, see below.

LABORATORY AND MATERIALS FEES

Botany 1 and 2.....	\$2.50
Botany 51 and 151.....	5.00
Botany 52, 101, 102, 111, 112, and 52.....	2.00
Botany 201	4.00
Chemistry 1, 2, 21, 30, 41, 261, 262, 215, 216, 231, 232, 240, and 260...	6.00
Chemistry 151, 152, 241, 244, 253, 254, and 256.....	7.50
Civil Engineering 10—See Summer School catalogue.	
Civil Engineering 11, 112, 113, 114, 117, 118.....	1.00
Electrical Engineering 151, 152, 153, 154, 155, 161, and 162.....	2.00
History 91 and 92, per semester.....	3.00

No texts are required in these courses, but a fee of three dollars each semester is charged and books are placed in the library for the use of those taking the courses. This fee is payable at the beginning of each semester and is collected through the office of the Treasurer of the University.

Education 54, 58, 68, per semester.....	\$2.00
See note under history above.	
Education 208 (for testing materials, in lieu of text).....	2.50
Physics, all courses.....	2.00
Zoölogy, all courses (except 1 and 2).....	3.00
Zoölogy 1 and 2.....	2.50

TEACHERS TAKING COLLEGE COURSES

Teachers in near-by schools, taking one or two courses are required to pay a registration fee of \$5 each semester and a tuition fee of \$3 per semester-hour of credit in addition to any regular laboratory fee or other fees collected from those students taking the courses.

ESTIMATED EXPENSES FOR AN ACADEMIC YEAR

The necessary expenses of a student are moderate; the University dormitories provide thoroughly comfortable and wholesome living conditions at a minimum of cost, while all charges made by the University have been kept low. Incidental expenses depend naturally upon the tastes and habits of the individual, but the actual necessary college expenses for one year, including board, room rent and such University fees as tuition, matriculation, commencement, library, damage, and medical, vary from \$543.50 to \$632.50.

The athletic and publication fees, also included in the above figures, while not essentially University fees, are at the request of the students collected by the Treasurer of the University as designated above. The proceeds of these fees are turned over to these distinct and separate student activities. The athletic fee entitling the holder to admission to all athletic contests held on the University grounds, is collected from all regularly enrolled students. The publication fee pays for a blanket subscription to the weekly student newspaper, the monthly student magazine, and the annual student year-book. With all undergraduates this charge is compulsory, but in the case of graduate students it is optional.

ROOMS AND CONDITIONS OF RENTING THEM

ROOM RENT FOR MEN OF DUKE UNIVERSITY

West Campus, per semester.....	\$50, \$62.50, and \$75
East Campus, per semester.....	\$30 and \$50

ROOM RENT IN WOMAN'S COLLEGE

Single room, per student, per semester.....	\$75.00
Two-room suite (for two students), per student, per semester....	75.00
Double room, per student, per semester.....	50.00
Double room, Jarvis House, per student, per semester.....	30.00

Rooms are reserved only for students who have been officially accepted by the University. They are rented for no shorter period than one semester. Undergraduate students who are not residents of Durham are required to room in University dormitories unless other arrangements are approved by the Dean's office of the University. A room deposit of \$5.00 is required of each applicant for admission. This fee is deducted from the room charges at the time of registration for the fall semester. The reservation fee will be refunded to any applicant not accepted by the University provided the official receipt for the fee, given to all paying it, is presented either in person or by letter to the Treasurer's office, but students who make application and are accepted will not be entitled to have the reservation fee refunded unless the request is made on or before August 1.

A resident student who wishes to retain his room for the succeeding year must notify the office of the Director of the Business Division on or before May 15. All rooms which have not been signed for on or before May 15 will be considered vacant for the succeeding year. Unless a deposit of \$5.00 for each proposed occupant, in part payment of rent, is made by August 1, reservations are cancelled and the University is free to rent the room to other students. When a room is once engaged by a student, no change will be permitted except with the consent of the Director of the Business Division. Leaving one room and occupying another without permission is strictly against the rule and will render the offender liable to charge for both rooms for the entire semester. No occupant is permitted to rent or sublet a room to another occupant. The use of a room for merchandising of any kind is strictly forbidden.

The University does not assume the responsibility of selecting and assigning room-mates, though it will gladly render any assistance possible in the matter.

REGULATIONS REGARDING ROOMS

A fine of \$2.00, payable to the Treasurer of the University, shall be charged to any student who has moved furniture from one room to another without permission from the University authorities.

A fine of \$2.00, payable to the Treasurer of the University, shall be charged to the occupants of any room in which the permanent lighting fixtures have in any way been altered or changed. A like fine shall be imposed upon the occupants of any room with lights having a total capacity of more than 100 watts.

A fine of \$5.00, payable to the Treasurer of the University, shall be charged to any student moving from one room to another upon the campus without permission from the University authorities.

RESIDENCE HOUSES

Trinity College.—On the West Campus there are three groups of residence houses, each group forming a quadrangle enclosing a court. These group of houses are designated as Craven, Crowell, and Kilgo Quadrangles. They contain ample rooming quarters for all the men students.

Woman's College.—The five residence houses on the East Campus are Alspaugh, Pegram, Bassett, Joseph G. Brown, and Jarvis. Upon request to the Director of the Business Division, College Station, Duke University, a plan of the residence houses will be sent. The resident students have a right to retain their rooms for the ensuing year or to draw for new ones in the order of their classes, beginning with the seniors. The new students are then assigned to the remaining rooms, and, so far as possible, to the type of room they prefer. Every effort is made to provide congenial room-mates.

The students' rooms are single, double, or arranged in suites of two rooms for two students, and are supplied with all necessary furnishings except curtains, towels, sheets, pillow-slips, blankets, and heavy bed coverings. Sash curtains of a standard kind are required and may be bought at the college store or made by the student according to specifications. Draperies and rugs may be brought from home or may be bought at reasonable rates at the college store or in town.

BOARDING ACCOMMODATIONS

Trinity College, West Campus.—Beginning with the academic year 1930-31 the University opened its dining hall in the Union on the West Campus with accommodations sufficient to provide in a superior way for all resident men students. It is the policy of the University to furnish board to its students at actual cost. Charges for board will not exceed \$25.00 per month.

The Union is the logical center of student activities for men, and it will be found desirable for male students to board in its supervised halls. In the Union are located the University Post Office, the University Store, the University Barber Shop, and all publication staff offices.

In addition to the Union dining halls a Coffee Shop is operated for the convenience of students and visitors.

Woman's College, East Campus.—The dining halls of the Woman's College are situated in the Union, the student center, on the East Campus. No resident woman student is permitted to board elsewhere than at this Union. Board is \$112.50 per semester.

RULES REGULATING PAYMENTS

The Executive Committee of the Trustees of Duke University has enacted the following regulations, which govern the payment of all fees due the University:

1. The President and the Treasurer of the University have no authority to suspend, or in any way alter these regulations.
2. Matriculation and tuition fees are never refunded.
3. Any student who has failed to pay his bills on the dates advertised in the catalogue is denied the right to attend classes until his account is settled in full.
4. No student is considered by the Faculty as an applicant for graduation until he has settled with the Treasurer for all of his indebtedness to the University.
5. No student who has not settled all his bills with the Treasurer of the University is allowed to stand the mid-year or final examinations of the academic year.

When a student wishes his bills sent to his parent or guardian, the student or his parent or guardian must so notify the Treasurer of the University in writing in due time, but this in

no way releases the student from liability to established penalties if his bills are not paid on the dates advertised.

PUBLICATIONS COUNCIL

The Publications Council was authorized by the Trustees at the mid-year meeting in 1926-27. This council has control of the undergraduate publications. It is to be composed of members of the Faculty appointed by the President, two alumni elected by the Alumni Council, representatives of the student body and the different publications. A publication fee of \$5.50 was authorized by the Trustees to be collected from each undergraduate, \$2.50 payable at the beginning of the fall semester and \$3.00 at the beginning of the spring semester.

TRANSCRIPTS

Students desiring to transfer from Duke University to another institution are entitled to one transcript of their record. A charge of one dollar is made for each additional copy.

SCHOLARSHIPS AND OTHER SOURCES OF AID

UNDERGRADUATE SCHOLARSHIPS

Ten scholarships paying tuition are offered to undergraduates. Five are held by members of the sophomore class and five by members of the junior class. Sophomore scholarships are awarded at the end of the freshman year and junior scholarships at the end of the sophomore year. They are awarded on the basis of the applicant's character and promise as indicated by his work in college.

The University reserves the right at any time to withdraw a scholarship from a student who does not make worthy use of it.

ANGIER B. DUKE MEMORIAL SCHOLARSHIPS

The Angier B. Duke Memorial, Incorporated, awards four scholarships with an annual value of \$250 each to undergraduate students in Duke University. These scholarships are awarded as follows: one on the basis of merit and necessity to an accredited high-school graduate entering the freshman class of Duke University; and one each to a member of the sophomore, junior, and senior classes on the basis of merit, necessity, and worthy individual contributions to university life. *The Angier B. Duke Memorial* also administers the loan fund of \$1,250,000 through an advisory committee of officers of the University.

Applications for scholarships should be made to the Scholarship Committee, Secretary's Office, Duke University Station. An application for scholarship assistance may not be made formally by a prospective student until the application for admission has been made and the high- or preparatory-school credits have been submitted.

SPECIAL SCHOLARSHIPS

The J. A. Odell, J. M. Odell, George W. Watts, Herbert J. Bass, Arthur Ellis Flowers, Heath, Weatherby, Banks-Brad-

shaw, McMullan, Elisha Cole, E. M. Cole, John T. Ring, A. D. Betts, John W. Neal, Jr., Moore, Parish, and Mary Newby Toms scholarships are open to undergraduate students.

The Herbert J. Bass Scholarship was established in 1900 with the principal of \$1,000 received from Mr. and Mrs. Herbert J. Bass in memory of their son, Herbert J. Bass, Jr.

The Banks-Bradshaw Scholarship was established in 1918 by a gift of \$1,000 from Mr. W. L. Banks and the Rev. M. Bradshaw, D.D.

The Elisha Cole Scholarship Fund of \$1,000 was given in 1919 by Messrs. E. A. Cole and E. M. Cole in honor of their father.

The Arthur Ellis Flowers Scholarship was established in 1901 by a gift of \$1,000 from Col. and Mrs. George W. Flowers in memory of their son, Arthur Ellis Flowers.

The G. W. Flowers Student Aid Fund of \$5,000 was given by Mr. Claude M. Flowers in memory of his father.

The Heath Scholarships, the gift of Mr. B. D. Heath, are awarded to students from Union County. These two scholarships, founded in 1903, are each the annual income on \$1,000.

The Judd Scholarship Fund of \$1,000 was the gift of Mr. J. M. Judd.

The O. G. B. McMullan Scholarship was provided for in 1917 by a gift of \$1,000 from Dr. O. G. B. McMullan.

The W. H. Moore Scholarship was established in 1920 by the gift of \$1,000 from the family of Dr. Moore.

The J. A. Odell Scholarship was founded on a gift of \$1,000 from Mr. J. A. Odell.

The J. M. Odell Scholarship was founded on a gift of \$1,000 from Mr. J. M. Odell.

The Edward James Parrish Scholarship was founded in 1921 on a gift of \$1,000 from Mrs. E. J. Parrish to be a memorial to her husband.

The John T. Ring Scholarship was established in 1919 by S. G. Ring and family who presented \$1,000 for this scholarship as a memorial to John T. Ring, of the class of 1916, who was killed in France.

The Mary Newby Toms Scholarship Fund, worth \$83,-216.50, was established by Mr. C. W. Toms as a memorial to his wife whose name the scholarship bears.

The George W. Watts Scholarship was established by a gift of \$1,000 from Mr. George W. Watts.

The C. E. Weatherby Scholarship was established in 1914 by a gift of \$1,000 from Mr. C. E. Weatherby.

LOAN FUNDS

In addition to the *Angier B. Duke Memorial* loan fund, the University administers other endowed loan funds for the benefit of students who are not financially able to meet their expenses. The loan funds are kept by the Treasurer as funds separate and distinct from all other endowments and holdings of the University and are used for no other purpose than to aid worthy students of the University. These funds are administered in accordance with the following regulations:

1. No loan shall be made to a student who violates any of the regulations of the University or whose classwork is not satisfactory to the Faculty.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged for not later than one week after the beginning of a semester.

3. Every applicant for a loan must present with the application such security as the President of the University may approve, and no money shall be advanced before a note with approved security is in the hands of the Treasurer of the University.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition, matriculation, and room-rent.

5. Interest at a rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.

6. Applications for loans should be made to the Loan Fund Committee, Secretary's Office, Duke University Station. An application for loan assistance may not be made formally by a prospective student until the application for admission has been made and the high- or preparatory-school credits have been submitted.

The following loan funds are used for the purposes stated in offering assistance to students under the rules and regulations as outlined above. Certain local and class alumni groups have projected still other loan fund propositions which may be made available in the near future. The funds that are being administered are proving of much benefit to students who are granted the aid offered through them from time to time, but there is genuine opportunity for further development along this line. The interest being manifested in the matter by friends of the University is very gratifying:

In 1915 the Alumni Association gave to the College \$252.93 to be used as a loan fund.

The Bynum Belote Loan Fund was established in 1924 by E. T. Belote in honor of his son whose name the loan fund bears. The amount of the gift was \$1,000.

The A. D. Betts Loan Fund for the use of young preachers has had small gifts from time to time. In 1919 Rev. G. W. Vick, of the class of 1911, and his wife added \$1,000 to this fund.

The Alumnae Association presented \$1,000 in 1928 for the establishment of the Fannie Carr Bivins Memorial Loan Fund for young women students.

The Bowling Scholarship and Loan Fund was established in 1928 by Edgar S. Bowling in memory of his sister, Maye Bowling Bennett. In administering this fund preference is given to boys and girls of Durham County.

The J. A. Cunninggim Loan Fund was established in 1898 by Jesse A. Cunninggim, D.D. The income from this fund is loaned to worthy young men to pay their tuition fees. At his death Dr. Cunninggim bequeathed to this fund \$1,931.37 in addition to his original gift of \$1,000.

The Alexander Edens Memorial Loan Fund was initiated in 1920 with a gift of \$300 from Lacy T. Edens and other members of the Edens family.

In 1923 a friend of the College contributed \$400 to establish a loan fund to be known as the W. O. Goode Loan Fund.

The B. D. Heath Loan Fund of \$3,000 was given by Mr. Heath for the purpose of aiding young men in their preparation for the ministry.

The Mary Hester Hamrick Loan Fund is worth \$1,000.

The J. B. Ivey Loan Fund was established in 1922 by a gift of \$600.

The North Carolina Masonic Committee on Education established a loan fund of \$1,000 in 1923. The present value is \$4,000.

The North Carolina conference has established a Ministerial Education Loan Fund of \$1,015.71 from which assistance is given to young men who expect to become ministers.

A loan fund of \$1,000 was given in 1919 by Dr. John W. Neal in memory of his son, John W. Neal, Jr., ex-'22, who died on April 18, 1919.

The class of 1925 of the Roanoke Rapids High School has established a loan fund of \$175 to be used by a graduate of this school.

The Ella Westcott Tuttle Loan Fund of \$1,000 was established in 1922 by the Rev. D. H. Tuttle.

The Joshua Vick Memorial Loan Fund was inaugurated in 1920 by an initial gift of \$400 on the part of Mrs. J. W. Vick of Rock Hill, South Carolina.

The Wake County Alumnae Loan Fund was established in 1924 by the alumnae of Wake County, North Carolina. The present value of this fund is \$435.

The Winston-Salem District Loan Fund amounts to \$1,150.

The Mary Poage Wooten Loan Fund of \$500 was given by the Rev. John C. Wooten in 1923.

The Paul M. Barringer Bequest in the amount of \$3,428.00 is used as a loan fund.

CANDIDATES FOR THE MINISTRY

Candidates for the ministry who enter college with approved records may have their tuition remitted, but in that case they are required to give their notes for tuition. If they enter the regular ministry within three years after leaving college, these notes will be surrendered to them; otherwise, the notes will be collected.

HONORS AND PRIZES

HONORS

All students in the freshman and sophomore classes who earn 6 A's and 4 B's during the year are given honors.

Students who have shown exceptional attainments in a group of studies covered by the work of one of the departments of the University may become candidates for honors in that department at graduation.

Any department may at its discretion each year offer work, the satisfactory completion of which will be one of the requirements for honors. This work shall be in addition to that required for graduation and may take the form either of additional work done in conjunction with the regular courses of the department, or of work independent of such courses. In quantity it shall be at least equivalent to that required for two semester-hour's credit in an advanced course.

The granting of department honors shall be dependent upon the fulfillment of the following requirements:

1. In order to be eligible for honors in a department a student must, by the end of the senior year, have completed, with a credit of sixty-three quality-points (5 A's and 3 B's—forty-eight quality-points if the major is eighteen semester-hours), twenty-four semester-hours of work taken in that department after the freshman year.

2. The student must enroll for the honors work of the department on or before October 15 of the senior year and must complete this work satisfactorily by the end of the senior year.

3. No student may enroll for the honors work of a department if in his senior year he is carrying a schedule of regular courses in excess of thirty-two semester-hours.

4. No student may enroll for honors work in more than one department.

5. Those students who earn seventy-two quality-points (8 A's) in as many as twenty-four semester-hours (fifty-four quality-points if the major is eighteen semester-hours) in

courses as above described, and complete satisfactorily the honors work prescribed by the department are given highest honors.

The degree of bachelor of arts or bachelor of science with distinction is conferred under the following rules:

Students who have completed three or four years of work in Duke University are eligible for general honors at graduation. Those who have completed the entire four years of their college work in Duke University and who have earned 318 quality-points (3/5 A's and 2/5 B's—249 quality-points if they have completed as much as three years of their college work in Duke University) are recommended for a degree *magna cum laude*; those who have earned 378 quality-points (42 A's) in the four years [288 quality-points (32 A's) in three years] are recommended for a degree *summa cum laude*.

MEDALS AND PRIZES

The *Wiley Gray Medal* was established by the late Robert T. Gray, Esq., of Raleigh, North Carolina, to be awarded annually in memory of his brother. It is given for the graduating oration that shall be, in the opinion of a committee appointed on the day of Commencement, the best speech, with respect to both declamation and composition.

The *Fortnightly Club* annually offers cash prizes for the best literary productions by undergraduate students of the University.

The *Robert E. Lee Prize* is the gift of the Reverend A. W. Plyler, of the class of 1892, and of Mrs. Plyler. The sum of one hundred dollars is awarded annually at Commencement, preferably to that member of the senior class who in character and conduct, in scholarship and athletic achievement, in manly virtues and the capacity for leadership has most nearly realized the standard of the ideal student. The Dean of the College, the Graduate Manager of Athletics, and the President of the Student Council constitute a committee to draft and adopt regulations governing the award.

The *Robert Spencer Bell Prize* is given by Mr. James A. Bell of the class of 1886 in memory of his son. The sum of one hundred dollars is awarded annually at Commencement on much the same general principles as the *Robert E. Lee Prize*, except that the *Robert Spencer Bell Prize* is limited to self-help students, and in making the award greater emphasis is

placed on the work of the student in literary societies than on his athletic record.

The Dr. R. C. Parker Physics Prize. Dr. R. C. Parker gave to Duke University a silver cup of Chinese manufacture to be used for the encouragement of scholarship in physics. The award is made annually by a committee from the Department of Physics, acting with the President of the University, to that student of Physics 1-2 who by the end of the academic year is judged to have shown the greatest promise as a student of physics. The winner is chosen not only for his mathematical grades but also for his industry, growth in power of reasoning, originality of point of view, and skill in experimentation. The name of the winner is engraved on the cup which is given into his possession, subject to certain necessary regulations, until the next award is made.

The Iota Gamma Pi Scientific Prize. The Iota Gamma Pi Science Fraternity offers an annual prize of twenty-five dollars to a member of the junior class, majoring in science, who is judged to be the leading student in the scientific courses of the University. The fraternity submits to the judges a list of students eligible for the prize. The committee of award is composed of the Dean of the University and one member each from the departments of biology, chemistry, physics, and engineering. The departments concerned choose their own representatives on this committee. The award is made on the following basis: quality of scientific work, 50 points; personality and general ability, 30 points; quality of work in departments other than scientific, 20 points.

The president of the fraternity publicly awards the prize in chapel during the second week in May.

The George Washington Bicentennial Award, established by the Duke Alumni Association of Washington, D. C., will be made to the Duke student from Washington or vicinity "who most nearly emulates and personifies the fine example of citizenship set by George Washington." The value of the prize is fifty dollars.

STUDENT ORGANIZATIONS AND ACTIVITIES

The Men's Association of Duke University comprises all men students in the University. It functions through its officers and a council to initiate policies and to oversee matters within the control of the student body. The council is composed of seven members: three from the senior class, two from the junior class, one from the sophomore class, and one from the graduate school.

The Women's Student Government Association is similar in character to the Men's Association. Its council is composed of the officers of the association and *ex-officio* of the Y. W. C. A. president and an undergraduate representative.

The Young Men's Christian Association and the *Young Women's Christian Association* are student branches of the national Christian Association. Each body aims to enrich not only the religious life of its members as individuals but also to promote group religious activity. Delegates are sent each year to summer conferences, state conventions, inter-state conventions, and the state Bible and missionary institutes. Every year a series of special religious services is held. Bible and missionary study classes and Sunday-School teacher-training courses are conducted under the auspices of the association by members of the Department of Religion.

The Student Volunteer Band is an active branch of the Student Volunteer Movement of North America. This organization is composed of students who have volunteered for some form of foreign missionary service.

The Ministerial Association is a band of students who are preparing for the ministry.

The Religious Education Association is an organization for young women interested in religious and social work.

The Symphony Orchestra, two smaller orchestras, and the *Duke University Band* afford a variety of opportunity for students interested in instrumental music. These clubs work under capable musical direction. Membership is based on competitive trials.

The Men's Glee Club and the *Women's Glee Club* are both active in concert work. When singing together they comprise the University Chorus. The men's club takes two extended trips annually on one of which it is accompanied by the Symphony Orchestra and by one of the smaller orchestras. The Women's Glee Club includes a section of stringed instruments.

The Duke Players is an organization for the promotion of dramatics at Duke University. Several plays are presented each year, the cast for each of which is determined on the basis of competitive try-outs. The Duke Players welcome as associate members in their organization persons interested in dramatics at Duke University.

The White Witch Dramatic Club proposes to foster dramatic interests among women students who are not Duke Players. Private theatricals, usually consisting of one-act plays, are given to invited guests.

The Publications Council supervises all student publications of the University. It is composed of three members of the Faculty appointed by the President, four representatives of the student body two of whom are elected by the Men's Association and two by the Women's Association, together with the editors and business managers of the respective publications.

The Chronicle is a weekly newspaper of the University, entirely edited and managed by students. It carries items of local interest, as well as special articles and editorial comment.

The Archive is a monthly literary magazine edited and managed by the students. It contains essays, poems, short stories, and book reviews written by the undergraduates of the University together with some contributions from outside sources.

The Chanticleer is the year-book of the college. It portrays by word and picture the most important events of each school year.

Several clubs exist on the campus, each of which fosters interest in some special subject or project:

The Trinity College Historical Society promotes interest in the study of history and the collection and preservation of historical documents, books, and pamphlets.

The Classical Club meets to discuss literary, linguistic, historical, and archaeological aspects of the life and civilization of the ancient Greeks and Romans.

The Physics Club deals with interesting projects in physics which cannot be thoroughly discussed in the classroom.

The W. H. Pegram Chemistry Club performs a similar service in the field of chemistry.

The French Club draws together students particularly interested in the French language and literature.

The Polity Club promotes discussion of current problems in the field of international relations and American politics. It is affiliated with the International Relations Club.

The Braxton Craven Education Association consists of students who are interested in present-day educational problems.

The Biological Club gives its members opportunity to discuss important phases of biological work as well as training in the preparation and presentation of papers.

The Crowell Scientific Society is a union of all the departmental scientific societies of the University for the promotion of study and research within the University.

The Cosmopolitan Club is open to all students from foreign countries and to a few American students by invitation. The purpose of the club is to promote better international understanding and good-will.

The Fortnightly Club, a chapter of the national literary fraternity of Sigma Upsilon is composed of men of the junior and senior classes whose interests are literary. It encourages original work on the part of its members as well as the study of influential writers, ancient and modern.

The Debate Council, composed of three members of the Faculty and two representatives of each of the literary societies, supervises and systematizes the work of debating both within the University and with other colleges.

The Columbian Literary Society, founded in 1846, and the *Hesperian Literary Society*, organized in 1851, have been merged into one organization under the name of the Columbian Literary Society.

The League of Women Voters has a chapter at Duke University.

The Junior Big Sisters is an organization of juniors for assisting freshman girls in their adjustment to college life.

The Forum Club has as its object to promote among women students an interest in the classics.

The Town Girls Organization brings together the women day students.

The Women's Athletic Association is an organization to encourage interest and participation in sports and out-door life.

Several honorary orders and fraternities exist at Duke University. The general nature of these societies is indicated below.

Phi Beta Kappa, the oldest Greek-letter fraternity in existence, was founded at William and Mary College in 1776. The Beta Chapter of North Carolina was organized at Trinity College on March 29, 1920. Membership is open only to those who have an average of 90 for six consecutive semesters of college work.

Tau Kappa Alpha (National Forensic Fraternity)

Sigma Upsilon (See Fortnightly Club)

Kappa Delta Pi (National Education Fraternity)

Theta Alpha Phi (National Dramatic Fraternity)

Lambda Phi Gamma (National Music Fraternity)

Sigma Pi Sigma (National Physics Fraternity)

Phi Sigma (National Biological Fraternity)

Sigma Tau Delta (National English Fraternity)

Sigma Nu Phi (National Law Fraternity)

Alpha Kappa Psi (National Commercial Fraternity)

Gamma Eta Gamma (National Law Fraternity)

Samuel Fox Mordecai (Local Law Society)

Phi Delta Phi (International Law Fraternity)

Iredell Law Club (Local Law Club)

Delta Upsilon Beta (Local Band Fraternity)

Iota Gamma Pi (Local Scientific Fraternity)

Psi Kappa Alpha (Local Economics Fraternity)

Chi Delta Phi (National Literary Sorority)

Delta Phi Rho Alpha (Local Sorority fostering college spirit, especially athletics)

Nu Sigma (Local Biological Sorority)

Red Friars, founded in 1913, is a secret society restricted to men of the senior class. Membership is limited to a small number who have manifested qualities of leadership by meritorious service as undergraduates.

Omicron Delta Kappa promotes qualities of leadership in publications, athletics, and other forms of campus activity.

White Duchy is a secret order comprised of seven senior women recognized as representing the highest qualities of leadership in the various activities in which they have taken part.

The Tombs is a secret order of male students for the promotion of various campus activities, especially athletics. Membership is restricted to students of the junior and senior classes.

The 9019, a junior-senior scholarship society, was founded at Trinity College in 1890. The society started the *South Atlantic Quarterly* and has under its auspices the annual civic celebration on Washington's birthday.

EKO-L is an organization of women students of the junior and senior classes to promote scholarship and the interests of the University.

The Sandals is an organization for women of the freshman class based on ability, scholarship and contributions to college life.

The *Neridian Club* is a swimming club for women students.

Beta Omega Sigma, founded in 1917, is a local sophomore order.

Phi Eta Sigma is a freshman honorary scholastic fraternity.

The work of the social fraternities and inter-fraternity relationships at Duke University are governed by the *Pan-Hellenic Council*, which is composed of one representative of each national fraternity on the campus. The Council has as its adviser a member of the Faculty chosen by the Council. By order of the Council, no student may be initiated into a fraternity until he has passed at least four courses in the semester preceding the earliest official time for the initiation of freshmen. The following social fraternities have chapters at Duke University:

Alpha Tau Omega
Kappa Sigma
Kappa Alpha
Pi Kappa Alpha
Sigma Phi Epsilon
Pi Kappa Phi
Sigma Chi
Delta Sigma Phi
Lambda Chi Alpha

Phi Delta Theta
Delta Tau Delta
Phi Sigma Delta
Sigma Alpha Epsilon
Sigma Nu
Pi Epsilon Pi (local)
Sigma Tau Alpha (local)
Sigma Delta (local)
Sigma Alpha Omega (local)

The Women's Pan-Hellenic Council, composed of three members from each sorority on the campus, governs sorority affairs. The sororities represented at Duke University are:

Alpha Delta Pi

Kappa Delta

Zeta Tau Alpha

Kappa Alpha Theta

Kappa Kappa Gamma

Sigma Kappa

Delta Delta Delta

Mu Lambda (local)

Nu Beta Phi (local)

THE GRADUATE SCHOOL
OF ARTS AND SCIENCES

1931-1932

ANNOUNCEMENTS FOR 1932-1933

OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.

President

ROBERT LEE FLOWERS, A.M., LL.D.

Vice-President in the Business Division

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.

Vice-President in the Educational Division

WILLIAM HENRY GLASSON, Ph.B., Ph.D.

Dean of the Graduate School of Arts and Sciences

ROBERT STANLEY RANKIN, A.B., M.A., Ph.D.

Assistant Dean of the Graduate School

ROBERT LEE FLOWERS, A.M., LL.D.

Secretary and Treasurer

FRANK CLYDE BROWN, A.B., A.M., Ph.D.

Comptroller

CHARLES BLACKWELL MARKHAM, A.B., A.M.

Assistant Treasurer

JOSEPH PENN BREEDLOVE, A.B., A.M.

Librarian

COUNCIL ON GRADUATE INSTRUCTION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., LL.D.

President of the University, ex officio

WILLIAM HENRY GLASSON, Ph.B., Ph.D.

Dean of the Graduate School of Arts and Sciences

PAULL FRANKLIN BAUM,* A.B., A.M., Ph.D.

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.

WILLIAM ARTHUR BROWNELL, A.B., A.M., Ph.D.

CHARLES ABRAHAM ELLWOOD, Ph.B., Ph.D., LL.D.

PAUL MAGNUS GROSS, B.S., A.M., Ph.D.

WILLIAM McDOUGALL, M.A., D.Sc., Litt.D.

ARTHUR SPERRY PEARSE, B.S., A.M., Ph.D.

WILLIAM PERLZWEIG, B.S., A.M., Ph.D.

JAMES FRED RIPPY, A.B., A.M., Ph.D.

ELBERT RUSSELL, A.B., A.M., Ph.D.

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.

NEWMAN IVEY WHITE,† A.B., A.M., Ph.D.

ALBAN GREGORY WIDGERY, B.A., M.A.

* On leave of absence, 1931-1932.

† For the year, 1931-1932.

GRADUATE INSTRUCTION IN DUKE UNIVERSITY

GENERAL STATEMENT

Prior to 1916 there was no separate organization within Trinity College to promote and supervise graduate studies. However, there had been for many years a limited number of graduate students who completed a year of post graduate work and received the degree of master of arts. The work of such students was supervised through the office of the Dean of Trinity College. Many of these graduate students went out from Trinity College to continue their studies at other colleges and universities and later achieved distinction as teachers and scholars.

In September, 1916, President Few appointed a Committee on Graduate Instruction to deal with the problems involved in the promotion and administration of graduate work. In that year there were six graduate students in the College, and seven graduates of the College were enrolled in the professional School of Law. During and immediately after the World War the number of graduate students remained small, but by the year 1923-1924 the graduate enrollment had increased to thirty-five exclusive of the college graduates enrolled in the School of Law.

The growing importance of graduate work in Trinity College caused the Committee on Graduate Instruction, during the first semester of the year 1923-1924, to make a careful study of requirements for admission to graduate work, of requirements for advanced degrees, and of other conditions affecting standards of graduate instruction. A comprehensive report was prepared by the Committee and adopted by the faculty. Provision was made for the granting of two advanced degrees, master of arts and master of education. Regulations were adopted which increased the distinction between graduate and undergraduate work. A thesis requirement was made for every candidate for a graduate degree, and provision was made for the examination of theses by faculty committees. The Committee on Graduate

Instruction undertook a closer supervision of graduate courses and of the work of graduate students.

Thus, when Trinity College became Duke University in December, 1924, noteworthy progress had already been made in organizing a graduate department with advanced courses in many fields of study and with high standards. In accepting Mr. Duke's great benefaction, the Trustees definitely included a Graduate School of Arts and Sciences as a member of the University organization.

In the academic year 1926-1927 a Council on Graduate Instruction was established in the University to exercise a general supervision over graduate work in arts and sciences, and Professor William H. Glasson was appointed Dean of the Graduate School of Arts and Sciences.

THE LIBRARY

Duke University has long possessed an excellent Library for the purposes of undergraduate instruction. In recent years special funds have been provided and appropriations made to collect material for the use of members of the faculty and graduate students desiring to engage in research work. Particular attention has been given to obtaining complete sets of important periodicals, biographical and bibliographical collections, files of Southern newspapers, collections of state papers, parliamentary debates, and historical documents, proceedings of scientific societies, and standard editions of American and foreign authors. This policy of constantly enriching the Library's store of source material will be continued.

Up to May 1, 1932, the Duke University Library had received and accessioned 288,686 bound volumes and pamphlets. Many thousands of volumes and pamphlets have not yet been accessioned, and other purchases of books, periodicals, and brochures are in Europe awaiting shipment. The amount available for the purchase of books, newspapers, and periodicals for the year 1930-31 was \$171,105.21.

The Library building on the East Campus, since the autumn of 1930, has been used by the Woman's College. The new University Library building, especially designed and equipped to facilitate research, is located on the West Campus.

In the basement are the receiving room for books and peri-

odicals which come to the Library, the offices of the order division, work rooms for the Library staff and a commodious stack room fitted with special stacks for newspapers.

On the first floor an important feature is a large reserve book room in which books in constant use by classes are kept for reference and for the time being withdrawn from general circulation. The seating capacity of this room is about 180. On the same floor are a large periodical room, a manuscript room, two offices, and an exhibition room in which will be placed cabinets and exhibition cases covered with glass for displaying rare books, manuscripts, etc.

The principal features of the second floor are the general delivery room with a spacious hall, the large public card catalogue, the main reading room with a seating capacity for more than 176, the cataloguing room and four offices for members of the Library staff.

On the third floor of the building a special reading room for graduate students is provided with a seating capacity of about 60. There are also on this floor eight seminar rooms, two studies and a large special reading room.

In the tower of the Library building are the fourth and fifth stories which provide six seminar rooms and two studies.

The main stack room of the Library building is seven stories high. The initial capacity of the main stacks is estimated as considerably in excess of 300,000 volumes. The stacks in the nearby Library of the Law School will provide for 60,000 volumes and the stacks in the special Library of the School of Religion will accommodate about 40,000 volumes. The libraries of the Law School and the School of Religion are connected by passageways to the University Library. In the School of Medicine is the Hospital Library with a collection which is at present over 20,000 volumes. There are also stacks provided for special scientific libraries in the Biology, Chemistry and Physics buildings.

Especial attention has been given in the construction of the Library to facilities for prompt delivery of books. The general delivery room is connected by pneumatic tubes with the reserve book room, the graduate reading room, the Law Library, the School of Religion Library and also with each floor level of the main stacks. The general delivery room, the reserve book

room, the graduate reading room and each floor of the main stacks also have the service of book lifts or carriers.

The University Library is now receiving by subscription and donation 2,223 newspapers and periodicals. The number of periodicals sets added in 1931-32 was 147. The newspaper collection consists of approximately 6,000 volumes. Among recent accessions are files of the *London Times*, the *New York Herald*, the *Leipziger Neueste Nachrichten*, *L'Universe*, *L'Echo de Paris*, and many Southern newspapers. "A Check-list of the United States Newspapers, in the General Library, Section One, Alabama to Georgia," has just been published; Section Two, "Idaho to Massachusetts," is now in the press.

The Manuscript Department contains approximately 200,000 letters, documents, diaries, account books, etc. Among the more valuable collections are: The Correspondence of Paul Hamilton Hayne; The Manuscripts of Thomas Holley Chivers; The Correspondence of Clement Clay, Jr., of Alabama, and His Wife, Virginia Clay-Clopton; The Business Records and other Papers of John Hook, Scots Merchant of Virginia; Letters of the Revolutionary Period (including seventy-five of General Greene); Confederate Letters (including fifty-three of Robert E. Lee); and the "Official Register of the Acts of the Confederate Congress." Recent acquisitions include the Commissary Papers of Stonewall Jackson's Army in 1862; The Letter Books of Alfred Cumming, sometime Governor of Utah; and the Papers of Godfrey Barnsley of Georgia. Among the European manuscripts are over five hundred lines of verse of Dante Gabriel Rossetti and a copy of the New Testament in Greek, Received Text, dating from the thirteenth century with binding of the fourteenth.

The Library is particularly well equipped for work in the Social Sciences. In Latin American history there is an excellent collection of books and documents relating to boundary disputes, Pan Americanism and the foreign relations of the United States in general. There is also a large and growing collection of works on the development of the independence movement in Spanish America, as well as many rare volumes dealing with the Spanish and Portuguese missionaries of South America and the educational systems of the Latin American states. In United States History there are at the disposal of the

student a large collection of United States documents and also documents of the various states, proceedings of historical societies, and pamphlets. Of particular importance is the collection of Southern Americana, it being the policy of the Library to acquire every class of material, printed or manuscript, relating to the region in which the University is located. For early English and Continental History there are many of the great sets of medieval sources and also the British state papers. For recent times, the Parliamentary Journals of England, France, Spain, and Germany are available, as well as German, Austrian, French, and English newspapers for the World-War Period. The recent and contemporaneous field of Diplomacy is represented by the official French and German series of diplomatic records.

In economics there is an especially good collection of material upon the history of economic thought, banking and finance, and in the field of taxation. The Library possesses sets of most of the important economic publications in America, such as the *American Economic Review*, the *Quarterly Journal of Economics*, *Political Science Quarterly*, *Annals of the American Academy of Political and Social Science*, *Chicago Journal of Political Economy*, *Harvard Business Review*, *Journal of the American Statistical Society* and the *Commercial and Financial Chronicle*. The English economic periodicals include the *Economic Journal*, the *Journal of the Royal Statistical Society*, the *London Economist* and the *Statist*. The Library also contains many of the leading French and German economic publications.

In political science the material includes documentary reports of the decisions of various arbitral commissions, the publications of the Permanent Court of International Justice complete to date and treaties on various phases of the subject of arbitration. The Library material also includes all the important government reports and an excellent collection of State Constitutional Convention reports. There are available in the Law Library the codes and all judicial reports of both the Federal and State Courts and an excellent collection of law journals and quarterlies. For Research in International Law, the library of the late Louis Strisower, at one time President of the Institute de Droit International, has been acquired, consisting of approximately 5,000 volumes and embracing material in the

various allied fields of Private and International Law and Relations, dating from the seventeenth century to the present day. It is particularly strong in European periodicals and early works on International and Private Law.

The Library has a large accumulation of books and materials suitable for research along sociological lines, including files of the leading periodicals. The State of North Carolina is particularly rich in opportunities for field research in sociology, especially for the making of social surveys.

The Department of Psychology is now equipped for teaching and research in all branches of psychology, including the study of animal behavior and all experimental procedures. It is associated with the Duke Hospital and the State Mental Hospital at Raleigh in a way that facilitates studies in the field of the abnormal. The present floor space will, it is hoped, be considerably increased at an early date. The main library and the medical library contain between them excellent provision for the study of psychology and cognate subjects.

Research students in philosophy may call for the assistance of the three full professors in the department. The Library is building up a collection of books on the history and systematic study of all branches of the subject. Arrangements will be made for obtaining source material required for particular pieces of research.

There are more than 18,000 books catalogued in the Library under the Department of Education, and 700 bound volumes of periodicals, besides 51 current subscriptions to educational magazines. These figures do not include books and periodicals in psychology available for the use of students in educational psychology, nor the very large number of volumes and periodicals available in history for students in the history of education. Students interested in the legal and governmental phases of education have exceptional opportunity in the number of volumes available in government and economics. The Law Library, already large, is being rapidly increased to include the digests, court reports, session laws, and related material of the United States and England and the various states. There is a special collection of elementary and secondary school textbooks of interest to teachers desiring to make curriculum studies in the elementary and secondary field.

The General Library contains many volumes of great value for the work of the School of Religion. The new building of the School of Religion contains a special library and reading room. This building is located next to the University Library.

The special library of the School of Religion contains a good working collection for the regular courses to which constant additions are being made. It subscribes to approximately 175 current religious journals and periodicals. It contains also a large amount of valuable source material, especially proceedings of ecclesiastical bodies, scientific and missionary societies and files of periodicals. Noteworthy among these for the departments of Old and New Testament and Christian Doctrine are complete files of the *Journal of the Palestine Oriental Society*, *Theologische Rundschau*, *Zeitschrift für Alttestamentliche Wissenschaft*, the *Hibbert Journal*, *Harvard Theological Review*, *Theologische Literaturzeitung*, *Zeitschrift für Neutestamentliche Wissenschaft*.

The Library possesses one of the most perfect and complete manuscripts of the New Testament text, a 12th-14th century manuscript, which contains the entire text with a mediaeval commentary on the margins of the folios. This original material is supplemented by photographic facsimiles of a number of the leading uncials. It is the policy of the New Testament department to continue the acquisition of such facsimiles. The Library possesses basic sets of research character among which are Goldschmidt, *Die Babylonische Talmud*, Migne's *Patrologiae*, Harnach and Gebhardt, *Texte und Untersuchungen*, *Corpus Inscriptionum Graecarum*, *Corpus Inscriptionum Latinarum*, and *Corpus Inscriptionum Semiticarum*.

The department of Church History has acquired numerous files of religious periodicals; noteworthy among them are complete files of *The Arminian*, and *The Friend* (Philadelphia). It has a large collection of the General Assembly reports of the Presbyterian Church in the United States of America, and an almost complete collection of the diocesan journals of the Protestant Episcopal Church. It has an especially large and valuable collection, to which additions are continually being made, of source material for Southern church history, especially the history of the Methodist Episcopal Church, South.

The department of the History of Religion and Missions

has, in addition to such basic material as The Sacred Books of the East, the Pali Text Society Translations, the Census of India, 1921, and eight hundred volumes of the Transactions of the Asiatic Society, North China Branch, complete files of the principal periodicals and proceedings in its field, such as the *Chinese Recorder*, the *Korean Repository*, the *African Repository and Liberia*, the *Journal and Proceedings of the American Oriental Society*, the *Transactions and Journal of the Royal Asiatic Society of Great Britain*, the *Jotoko*, the *International Review of Missions*, and the *Missionary Review of the World*.

Recently two private libraries of note have been secured. One is the library of the late Dr. Graf von Baudissin, Professor of the Old Testament in Berlin University. The other is that of the late Dr. Karl Holl, Professor of Church History in the same university. These libraries, consisting of over five thousand volumes, are the fruit of long years of literary interest and activity on the part of these learned men.

In various respects the Library is specially equipped for advanced students of English. For example, there is a considerable Byron collection, including early editions and Byroniana, a strong collection of early editions of Shelley and of Shelleyana, a Tennyson collection embracing most of the early editions and important critical works, and also a very valuable set of Dante Gabriel Rossetti manuscripts. The Library contains, further, an exceptionally full run of eighteenth-century and early nineteenth-century periodicals, both English and American, which offer material for extensive study of the literary history of the period. For American literature and culture there is, besides the Hayne correspondence and the Thomas Holley Chivers manuscripts, the Paul Hamilton Hayne library of some 2,000 volumes, some 4,000 titles prior to 1820, and a large collection of works by Southern writers. Other fields, moreover, are well represented: a large number of Elizabethan and Restoration plays (including first and early editions), many of the most important works for a study of Milton's background, a specially large collection of books valuable to the student of the relations of mediaeval and Renaissance politics and ethics to literature, and a foundation (in connection with the historical collections) for the general study of mediaeval literature.

Through the recent acquisition of some 800 volumes relating to Goethe and the addition of 1700 volumes to the Scandinavian section, the Department of Germanic Languages and Literatures has considerably increased its research facilities.

Its library is particularly strong in mediaeval and early modern source material and in eighteenth century literature. The nineteenth and twentieth century fields are well represented and are being built up with great rapidity.

One of the most valuable possessions of the Library is the Lanson collection in French literature, consisting of 9,000 volumes and 2,000 monographs and brochures. This collection includes authors and works from the fifteenth century to the present, together with the most useful critical volumes on authors and their works. The material on Voltaire and Rousseau is especially comprehensive and valuable. There are in the collection many early editions and rare volumes of the sixteenth, seventeenth, and eighteenth centuries. This collection was Professor Lanson's private library and will give the Duke University Library very superior facilities for students of French literature.

The Library collection of Latin material is rather well selected. On the side of literature it is reasonably well equipped. Some noticeable lacunae in periodicals, reference works, etc., are being filled in gradually as opportunity occurs.

The Greek section of the Library is mainly a research library, equipped for the investigator rather than the undergraduate student. The works of German scholars predominate over those of Americans and Englishmen. While the Library has the critical editions and annotated texts of all the Greek authors of the classical period and of many postclassic writers, it can boast of the completeness of its collection of books and dissertations on Thucydides, the orators, the tragic poets, and Aristophanes, these authors being the center of work in the Greek seminar in successive years. It has the Teubner, Oxford and Budé texts of the more important Greek writers, the usual works of reference like Pauly-Wissowa, a rapidly growing library on archaeology including the Corpus of Greek Inscriptions, many of the current classical magazines of Europe as well as those of America, and it is fast acquiring complete sets of German, French, English and American classical periodicals.

In the Natural Sciences the development of laboratory and library facilities has occurred simultaneously. In the field of Mathematics the Library contains files of all the American Mathematical periodicals, a majority of the British publications and some of the German and French periodicals. A number of the fundamental books and treatises are available to the student, and this number is rapidly increasing.

The departmental library in chemistry is housed in a large well lighted room in the chemistry building and provides ample reading space and stacks. The library of the department includes back files (complete in all but a few instances) of all the important chemical journals. The volumes in this library together with those relating to chemistry in the adjacent Medical School and physics libraries make the chemistry collection at the University the leading one in the South, as shown by the results of a study made by the National Research Council and published in the October, 1930, *Journal of Chemical Education*. The combination of thoroughly adequate laboratory facilities and an excellent library offers an unusual opportunity for graduate study and research in chemistry.

The departmental library in biology and botany contains a large number of current periodicals and back files of all important journals. Recently there has been acquired the library of Dr. L. C. Howard of Washington, D. C. His books on the mosquito and other insects are of particular interest.

The establishment of a School of Forestry has resulted in the acquisition of over 6,000 volumes and pamphlets. This collection is considered an excellent one and makes a good nucleus for the forestry library.

In Physics a commodious departmental library under the direction of a trained librarian is located on the second floor of the Physics Building. Thirty-five current periodicals in the field of physics are provided and the collection of the back files of these periodicals is growing rapidly. The most important of the complete sets are now available. These periodicals are supplemented by a number of publications to be found in other departmental libraries and in the main library.

NEW SCIENCE LABORATORIES

New laboratory buildings have been erected on the West Campus in biology, physics and chemistry. Graduate students will find available the most modern equipment and facilities for research. In addition to the provision of modern apparatus, large sums have recently been expended to purchase important additions to the collections of scientific periodicals and publications in the departmental libraries, the University Library, and the Hospital Library.

In the School of Medicine elaborate facilities are provided for post graduate research in the various branches of medical science. Especial attention will be given to training in preventive medicine and public health work.

BIOLOGICAL LABORATORIES

The biology building on the West Campus contains three refrigerated rooms, an incineration room, a work shop, an aquarium room, five animal rooms connected with outside yards, and eight dark rooms. Special laboratories are provided for advanced work in plant and animal physiology, parasitology, cytology, taxonomy, bacteriology, ecology, histology, mycology, anatomy, embryology, endocrinology, entomology, and forestry. A large greenhouse gives adequate space for experimental work and propagation. There is a small synoptic museum and an herbarium. Dr. Irving E. Gray is the curator of the biological museum. On the East Campus laboratories are provided for women and a small greenhouse is conveniently located near the science building.

Laboratories and rooms for students doing research are equipped with vacuum, compressed air, direct and alternating current, gas, and running water. Proper equipment and supplies for biological work, such as microscopes, ovens, baths, nets, kymographs, motors, chemicals, and glassware are available.

The Duke University Forest and the streams of the University estate furnish excellent collecting grounds. The woodlands are under the management of the Forestry Department. Duke University is situated in the Piedmont Region, between the mountains and coastal plain. This gives easy access to a

variety of plants and animals. North Carolina is the home of the tulip tree, holly, rhododendron, mountain laurel, flowering dogwood, several species of insect-catching plants, cypress, and other interesting plants. Among the animals are a varied assortment which range from marine to truly montaine species. In the woods about the University are opossums, squirrels, cardinals, Carolina wrens, several species of salamanders, king snakes, and terrapins.

CHEMISTRY LABORATORIES

Graduate work in chemistry is carried on in a new building which has a floor area of about 57,000 square feet. The equipment of this building is modern in every respect. Of this total space a large proportion is available for research and advanced teaching. There are twenty-five double research rooms completely equipped with the usual services. In addition the following specially designed rooms are available for present or future research as indicated: A low temperature room, photographic room, constant temperature room, gas analysis room, combustion room, bomb room, animal room, rooms equipped for high vacuum, X-ray and photochemical investigations.

A glass-blowing room and a well-equipped shop, operated by a competent mechanic, provide facilities for the construction of special apparatus and for the repair and maintenance of instruments.

PHYSICS LABORATORIES

The physical laboratory contains approximately an acre of floor space which is devoted to instruction and research. For purposes of instruction it has two lecture halls, four recitation rooms, five large laboratories and a number of smaller laboratories for advanced courses. On the first floor are located the office and research rooms of the departmental staff. On the third floor about ten rooms are set aside for research. All instructional and research laboratories are provided with compressed air, vacuum, gas, D.C. and A.C. circuits of various characteristics supplied through five trunk lines from the main switch board. All research rooms in addition, have one high potential and two low potential circuits. Several outlets in each room from the house lighting service are provided.

For the development of instructional and research apparatus a large shop has been located on the first floor for the exclusive use of instrument makers, and adjacent to this is a students' shop operated under the direction of a mechanic. This is made accessible to graduate students in physics. A collection of important apparatus for exclusive use in research is being gathered in a research store room which is to be in the custody of an expert repair man. A freight and passenger elevator makes conveniently accessible all parts of the laboratory.

The laboratory is at present provided with exceptional facilities for research in the fields of radiation and electricity. Among the instruments of precision in the spectroscopic laboratory there are available for students' use an E-1 Hilger spectrograph, an E-316 Hilger spectrograph and several Hilger instruments of the fixed arm type. A Rowland concave grating of 10 ft. radius and of 14,434 lines per inch of surface is equipped with a Brashear mount. An Eschelon spectroscope, a Lummer-Gherike plate, Michelson and Fabry and Perot interferometers, and a Moll microphotometre from Zipp and Sons of Delft are provided. Various types of mechanical and diffusion air pumps, including a Holweck pump, are installed for use in research. A Hilger micrometer comparator which reads directly to 0.001 mm. is used in the measurement of spectrographs. A sufficient number of photographic dark rooms are conveniently located. In the fields of electricity the laboratory is supplied with various types of potentiometers, electrometers, high sensitivity galvanometers and other devices for the precision determination of resistance, current, and potential difference.

GRADUATE DORMITORIES

Two sections of the new dormitories on the West Campus have been reserved for graduate men. Board can be secured at the Union building, which also has unusually attractive provisions for social intercourse and activities. Graduate women will find dormitory accommodations of the highest type on the East Campus. The Union building on the East Campus furnishes meals at reasonable rates and serves as a center of campus life.

GRADUATE CLUB

One of the active organizations of the University is the Graduate Club. Its meetings are held monthly and are devoted to the professional and social interests of graduate students. Many eminent speakers have addressed the club at meetings open to the public. Recent speakers have been Professor Earl J. Hamilton, Professor Howard Jensen, Professor E. W. Nelson and others. Mr. Nelson M. Blake was president of the Graduate Club during the year 1931-32.

FELLOWSHIPS AND SCHOLARSHIPS

For the assistance and encouragement of graduate students of high character and marked ability, the University has established a considerable number of fellowships and scholarships. The Angier B. Duke Memorial, Incorporated, awards an annual fellowship of one thousand dollars to a graduate student of exceptional merit. Eight University fellowships of seven hundred fifty dollars each, sixteen University fellowships of seven hundred dollars each and nine University fellowships of six hundred dollars each have been established. There are also sixteen graduate scholarships of four hundred dollars each. Holders of fellowships and scholarships will be expected to pay the tuition fee and such additional fees as are regularly required. Applications for these appointments should be made on or before March 15 of each year. In case vacancies occur, applications submitted on a later date will be considered.

There are also a number of graduate assistantships open in the various departments with compensation ranging from \$300 to \$750. Graduate assistants are under obligation to give part of their time to such work in the departments as may be assigned to them. They will usually be unable to carry a full program of study. Information regarding fellowships, graduate scholarships, and graduate assistantships, together with application blanks, may be obtained from the Dean of the Graduate School, Duke University, Durham, North Carolina.

ENCOURAGEMENT OF RESEARCH

The President of the University appoints annually a Faculty Committee on Research consisting of three members, the Presi-

dent himself being a fourth member *ex officio*. On April 1 of each year the Chairman of the Committee on Research receives written applications from members of the Faculty for stipends for the encouragement of research. Amounts granted may be expended for the employment of research assistants, or for the purchase of books, apparatus, and materials. The amount of the stipend may not exceed five hundred dollars. Each member of the Faculty to whom a research stipend is granted must within twelve months make a written report of the progress of his investigation.

REQUIREMENTS FOR ADMISSION AND DEGREES

ADMISSION TO GRADUATE COURSES

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

No college or university work taken before the bachelor's degree is conferred, or fully earned, may be credited toward an advanced degree except under the following circumstances: A student of Duke University who lacks at the beginning of a term not more than nine semester-hours of fulfilling the requirements for the bachelor's degree may obtain permission from the Dean of the Graduate School to take during the term graduate courses sufficient to bring his total work to fifteen hours a week. Such graduate courses will be credited toward the degree of master of arts or master of education.

No graduate student may register in one academic year for more than twenty-four semester-hours of work and a thesis.

ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Many departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy early in the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work. Twice a year at stated times the language examinations will occur. The French examinations will be given the first week in November and the first week in March while the German examinations will be given the second week in November and the second week in March.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

MINIMUM RESIDENCE REQUIREMENT

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each. All the work

offered for the master's degree must be completed within a period of six years.

DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in history of education, or educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

THE DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School or the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

The Council on Graduate Instruction has adopted the following regulations governing the conferring of the degree of doctor of philosophy:

1. The Degree. The degree of doctor of philosophy is a research degree; it is not based merely upon the completion of a prescribed period of study or upon the obtaining of credit for a given number of courses. The granting of the degree will be based primarily upon evidence of high attainments in a special field of knowledge and upon the production of a thesis embodying the results of original research.

2. Residence Requirements. The normal period of resident graduate study, after the general requirements of admission to the Graduate School have been satisfied, is not less than three academic years. The candidate will be required to spend at least either the last year in actual residence at Duke University, or the first two years. A student whose undergraduate work is insufficient in amount or unsatisfactory in character may expect to spend additional time in preliminary courses essential as a basis for the graduate work he proposes to undertake. Credit for one year of work done in summer school sessions may be given with the approval of the Graduate Council and of the department in which the student takes his major work. Except in unusual cases, graduate work of fragmentary character taken over a long period of years, or work completed many years before the student becomes a candidate for the degree at Duke University, will not be accepted as satisfying the requirements of residence.

3. Application for Candidacy for the Ph.D. degree. A student desiring to become a candidate for the Ph.D. degree is ordinarily required to file with the Dean of the Graduate School, not later than the beginning of the second year of graduate work, a formal application indicating in what department and under what professor he proposes to

carry on research. A committee will then be appointed to supervise the student's work, with the professor in charge of his research as chairman. If and when the committee finds that the preliminary requirements of the major department have been satisfied, the chairman of the committee shall report the fact in writing to the Dean of the Graduate School. The student's program of study will be arranged after consultation with this committee and must secure its approval and that of the Graduate Council. In the case of students who come to Duke University for only the last year of graduate work, and in special cases approved by the Graduate Council, the application for recognition as a candidate for the Ph.D. degree may be filed later than provided above, but not later than October 15 of the academic year in which it is desired that the degree be conferred.

4. Preliminary Examination. Toward the end of the second full year of graduate work (or in special cases at the beginning of the third year), a preliminary examination of each candidate will be held covering the general field of his major subject. This examination will be conducted by the committee in charge of the student's work and will be either oral or written, or both, as the committee may determine. A student who passes this examination will be recognized as a candidate for the Ph.D. degree. At the discretion of a candidate's committee, the examination on his minor subject or subjects may be held at the time of his preliminary examination instead of at the time of his final examination.

5. Program of Study. The program of study of an applicant for the Ph.D. degree is subject to the approval of the Graduate Council and of the committee provided for in Section 3 above. The student must select a major field and one or two minor related fields. When a department offers instruction in a sufficient variety of subjects and the needs of the individual student seem to require it, the Graduate Council may permit a major and minor to be taken in the same department.

6. Foreign Language Requirements. A reading knowledge of French and German will ordinarily be required. A substitution for one of these languages may be made, however, by the consent of the Graduate Council and of the department in which a student takes his major work. The student will be examined on one of the foreign languages at the beginning of his second year of graduate work, and should qualify in both by the end of the second year of his graduate work. The department in which he takes his major work may indicate preference as to the language in which the student shall first be examined. Foreign language examinations will be conducted by the appropriate language department in conjunction with the department in which the student has his major field of work.¹

7. Thesis. The thesis for the Ph.D. degree must be a contribution to knowledge. The subject of the thesis must be filed with the Dean of the Graduate School on or before October 15 of the academic year in which the candidate desires to take the final examinations for his degree. The subject must receive the written approval of the head, or chairman,

¹ See University Calendar, pages 5 and 6.

of the department in which the candidate has his major field of work and also of the professor under whom the thesis is being written. The thesis must be completed to the satisfaction of the professor under whom it is written, and three typewritten copies in approved form must be deposited with the Dean of the Graduate School on or before May 1, if the student desires to be examined on the thesis in the same academic year. The title page must be approved by the major department and by the Dean of the Graduate School.

The candidate's thesis must be published either in its original form or in a modified form approved by the Dean of the Graduate School and the committee in charge of the candidate's work. The degree will not be conferred until publication of the thesis, in approved form, within three years, has been guaranteed in a way satisfactory to the Dean of the Graduate School and the professor under whom the thesis was written.

8. Final Examination. The final examination on the thesis and on the subject matter of the major and minor fields will be oral. The examination on both thesis and major and minor work will be held at the same time unless otherwise arranged by special permission of the Graduate Council.

THE TRAINING OF COLLEGE TEACHERS

Colleges and preparatory schools are constantly calling upon the university graduate schools for efficient teachers. The Duke University Graduate School will endeavor to discover among the candidates for advanced degrees those students who show in the various departments for the consideration and discussion promise of becoming good teachers. Provision will be made of problems of teaching. Graduate students who expect to teach will be given opportunity to gain practical experience under the supervision of successful teachers. The Graduate School will keep such records as will enable it to recommend with confidence students who are likely to prove efficient as teachers. An appointment bureau is maintained by the University, the services of which are extended to all graduate students.

THE GRADING OF GRADUATE STUDENTS

Members of the faculty are expected to report the grades of graduate students promptly at the end of each semester on the cards provided for that purpose.

In the grading of graduate students, S or satisfactory shall represent work of an acceptable character, G or good shall be the next higher grade, and E or exceptional shall be the highest

grade. F or failing indicates that the grade of the student is below passing. In a course in which both graduates and undergraduates are enrolled, the grade S shall represent approximately the degree of attainment marked 80 in the case of an undergraduate. A mark of "Incomplete" may be given when a student has failed, for an acceptable reason, to complete some portion of the required work in a course in which his standing is generally satisfactory. The student should arrange with the instructor to complete the remaining work of the course as promptly as possible.

GENERAL REGULATIONS

Not more than twenty-five students are permitted in a class giving graduate credit, nor are undergraduate students below the senior year permitted in such a class. Exceptions to these rules may be made by special permission of the Graduate Council on recommendation of the department concerned.

In courses exclusively for graduates, students may be given extra credit in semester-hours for extra work done with the approval of the Graduate Council on recommendation of the department.

COURSES OF INSTRUCTION

Unless otherwise stated all courses listed in this catalog will be given on the West Campus.

DEPARTMENT OF BIOLOGY

(Certain undergraduate courses are open to graduate students with the approval of the department. See the "Bulletin of Undergraduate Instruction.")

BOTANY

FOR SENIORS AND GRADUATES

202. Inheritance and Variation.—A study of the principles of inheritance and variation in plants and animals. Laboratory and lectures. **4 s.h.**

PROFESSOR BLOMQUIST

Prerequisites, General Botany and General Zoölogy or equivalent.

211. Structure and Classification of Algae.—Laboratory and lectures. **4 s.h.**

PROFESSOR BLOMQUIST

212. Structure and Classification of Liverworts and Mosses.—Laboratory and lectures. **4 s.h.**

PROFESSOR BLOMQUIST

213. Structure and Classification of Ferns, Gymnosperms and Angiosperms.—Laboratory and lectures. **4 s.h.**

PROFESSOR BLOMQUIST

[Not offered in 1932-1933]

221. Structure and Classification of Fungi.—Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

222. Diseases of Plants.—Special reference to crop plants. Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

Prerequisites, Botany 1, 2, and 52.

224. Forest Pathology.—Special reference to diseases of forest trees. Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

Prerequisites, Botany 1, 2, and 52.

[Not offered in 1932-1933]

225-226. Special Problems.—Hours and credit to be arranged. **STAFF**

252. Plant Physiology.—A study of the principal physiological processes of plants and the physico-chemical principles underlying these processes. Laboratory and lectures. **4 s.h.**

DR. KRAMER

254. Plant Ecology.—A study of the principal factors affecting the distribution of plants and the successional relationships of plant communities. Laboratory and lectures. **4 s.h.**

PROFESSOR _____

FOR GRADUATES

304. Advanced Plant Anatomy.—Structure and development of anatomy of economic plants. Second semester. **4 s.h.**

ASSISTANT PROFESSOR ADDOMS

311. Advanced Mycology.—Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

312. Advanced Plant Pathology.—Laboratory and lectures. **4 s.h.**

PROFESSOR WOLF

355-356. Taxonomy of Special Groups.—**4 s.h.**

PROFESSOR BLOMQUIST

357-358. Research in Forest Ecology.—Individual study and research on special problems in forest ecology by graduate students possessing the necessary qualifications in either botany or forestry. Prerequisites will vary somewhat with the problem selected. Hours by appointment.

PROFESSOR KORSTIAN

398-399. General Botanical Seminar.—One hour per week throughout the year. Required of all graduates majoring in botany. Hour to be arranged. **2 s.h.**

STAFF

ZOOLOGY

FOR SENIORS AND GRADUATES

215. Cytology.—A study of the morphology and physiology of the cell. **4 s.h.**

ASSISTANT PROFESSOR HOPKINS

Prerequisites, Zoölogy 1, 2, and 52 or Botany 1, 2, and 203.

222. Entomology.—Taxonomy, morphology, and physiology of insects; their theoretic and economic aspects. Offered in alternate years. **4 s.h.**

ASSISTANT PROFESSOR GRAY

COURSES PRIMARILY FOR GRADUATES

301. Animal Behavior.—The development of mind in animals. Assigned readings, lectures, reports, conferences. Offered in alternate years. **2 s.h.**

PROFESSOR PEARSE

303. Ecology.—Natural history of animals; relations to environment. Assigned readings, lectures, reports, conferences. For students who have had at least one year of Zoölogy. Offered in alternate years. **2 s.h.**

PROFESSOR PEARSE

304. Advanced Parasitology.—Lectures, conferences, and readings dealing with practical and theoretical matters relating to animal parasites. Offered in alternate years. **2 or more s.h.**

PROFESSOR PEARSE

312. Morphology and Taxonomy or Protozoa.—Offered in alternate years. **2 or more s.h.**

ASSISTANT PROFESSOR HOPKINS

[Not offered in 1932-1933]

314. Physiology of Protozoa.—Offered in alternate years. **2 or more s.h.**
ASSISTANT PROFESSOR HOPKINS

322. General Physiology.—Comparative study of functions of all animal groups, especially of vertebrates. Lectures, laboratories, and conferences. **4 s.h.**
PROFESSOR HALL
[Not offered in 1932-1933]

323. Advanced Physiology.—A presentation of some of the problems with which physiologists have been concerned during recent years. Lectures, conferences, and laboratory work. **4 s.h.**
PROFESSOR HALL

326. Experimental Embryology.—Lectures, assigned readings, and reports. In the laboratory a study is made of the effects of environment on various animals, including the frog, chick, and mammal. Offered in alternate years. **2 or more s.h.**
PROFESSOR CUNNINGHAM

328. Endocrinology.—This course includes the structure, physiology, and embryology of the endocrine glands. The work consists of lectures, reading assignments, and reports. Offered in alternate years. **2 or more s.h.**
PROFESSOR CUNNINGHAM

[Not offered in 1932-1933]

340. Germ Cells of Animals.—The origin, growth and development of germ cells in various groups of animals. Lectures, reading, and discussion. Laboratory work involves studies in tracing the origin and history of mammalian germ cells. Offered in alternate years. **4 s.h.**
PROFESSOR HARGITT

Prerequisites, courses in, or knowledge of, vertebrate anatomy, histology, embryology.
[Not offered in 1932-1933]

341. Historical and Philosophical Zoölogy.—Readings and discussion. A critical study of the development of modern biological concepts and theories, their past and present significance. Offered in alternate years. **2 s.h.**
PROFESSOR HARGITT

351-352. Zoölogical Journal Club.—A weekly meeting of graduate students and faculty to hear reports and to discuss biological facts, theories and problems. One hour a week throughout the year. Required of all graduate students who major in zoölogy. **2 s.h.**
STAFF

353-354. Research.—Students who have had proper training may carry on research under the direction of members of the faculty. **STAFF**

355-356. Seminar.—Special seminar courses in particular fields are given by various professors when the number of students makes them desirable. Hours and credits to be arranged.

- (a) Embryology and Endocrinology PROFESSOR CUNNINGHAM
- (b) Comparative and General Physiology PROFESSOR HALL
- (c) Histology and Cytology PROFESSOR HARGITT

- | | |
|-----------------------------------------|-----------------------------|
| (d) Protozoölogy | ASSISTANT PROFESSOR HOPKINS |
| (e) Ecology, Parasitology, and Behavior | PROFESSOR PEARSE |
| (f) Comparative Anatomy and Entomology | ASSISTANT PROFESSOR GRAY |

DEPARTMENT OF CHEMISTRY

FOR SENIORS AND GRADUATES

215-216. Advanced Inorganic Chemistry.—A study of modern valence theory and of inorganic compounds, particularly of the less common types, illustrated by suitable laboratory preparations. Two recitations and three laboratory hours. **6 s.h.** *T.Th. fourth period.* Laboratory: *F. 2-5.* ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 70, 151, 152, Chemistry 261-262. Advanced physics and ability to read German are desirable.

231. Advanced Quantitative Analysis.—A continuation of course 70, involving some of the more difficult analytical methods, including quantitative organic analysis. One recitation and six laboratory hours. **3 s.h.** Lecture: *S. first period.* Laboratory: *M.W. 2-5.*

ASSISTANT PROFESSORS VOSBURGH, BIGELOW AND DR. BROWN

232. Instrumental Analysis.—A study of the use of physical measuring instruments in chemical analysis. One recitation and six laboratory hours. **3 s.h.** Lecture: *S. first period.* Laboratory: *M.W. 2-5.*

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry, 30, 261 and 231. Laboratory physics is desirable.

233. Microanalysis.—An introduction to the technique of qualitative and quantitative analysis of inorganic and organic materials using very small samples. Besides using the methods of Pregl and Emich for quantitative work, those of Chamot and Behrns-Kley for qualitative analysis will be practiced. Laboratory and conferences. **2 s.h.** *M.W. 2-5.*

DR. KIEFER

Prerequisites, Chemistry 61, 70 and 151-2 and the recommendation of the department.

241. Physiological Chemistry.—A study of the chemistry of human physiology. Clinical aspects of the subject are treated with reference to the need of prospective medical students. Two recitations and six laboratory hours. **4 s.h.** Lecture: *M.W. fourth period.* Laboratory: *T.Th. 2-5.*

PROFESSOR WILSON AND MR. COOK

Prerequisites, Chemistry 70 and 151-152. Course 261-262 is desirable though not required.

244. Metabolism.—Open to students who have completed course 241 or its equivalent, and who have a reading knowledge of German. Lectures and collateral reading deal with the probable fate of foodstuffs in the body, the nitrogen balance, energy requirement, nutritive ratios, vital

factors, and ductless glands. The laboratory work consists mainly of blood analysis under both normal and pathological conditions. The laboratory work of this course without the lectures may be taken by students who have passed Chemistry 241. In this case only two semester-hours credit will be given. **4 s.h.** PROFESSOR WILSON

251-252. Intermediate Organic Chemistry.—Intended for students who have had elementary organic chemistry but whose preparation is insufficient for Chemistry 253-254 or research, and to meet the minor requirements of graduate students in other departments. Three recitations. **3 s.h.** ASSISTANT PROFESSOR BIGELOW

253-254. Advanced Organic Chemistry.—A continuation of Chemistry 151-152, including discussion of the theories of organic chemistry. The laboratory work will include qualitative organic analysis, together with preparations of the more difficult type, requiring reference to the original literature. Lecture: *T. third period*. Laboratory: *M.W.F. 2-5*.

ASSISTANT PROFESSOR BIGELOW AND DR. HAUSER

Prerequisites, Chemistry 151-152 or equivalent and a reading knowledge of German.

260. Colloid Chemistry.—An introductory study of the colloidal state of Matter. Two recitations and three laboratory hours for one semester. **3 s.h.** Lecture: *M.W. third period*. Laboratory: *F. 2-5*.

ASSISTANT PROFESSOR VOSBURGH

Prerequisites, Chemistry 151-152 and 261-262. Calculus, Chemical Thermodynamics, and advanced physics are desirable.

261-262. Physical and Electro Chemistry.—Fundamentals of general theoretical chemistry illustrated by selected laboratory experiments. Two recitations and three laboratory hours. **6 s.h.** Recitation: *T.Th. first period*. Laboratory: *T. 2-5*.

PROFESSOR GROSS AND DR. SAYLOR

Prerequisites, Chemistry 70, 151-152, college physics, and college algebra. Calculus is desirable but is not required.

271. Introduction to Research.—Lectures on the use of chemical literature, research methods, recording and publication of results, preparation of theses and other topics. One lecture. **1 s.h.** *S. fourth period*.

PROFESSORS GROSS AND WILSON, ASSISTANT

PROFESSORS VOSBURGH AND BIGELOW

273-274. Seminar.—Open to seniors qualifying for honors in the department and required of all graduate students in chemistry. One hour a week discussion. **2 s.h.** *F. fourth period*.

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER, DR. SAYLOR, DR. BROWN AND DR. HILL

275-276. Research.—The aim of this course is to give instruction in methods used in the investigation of original problems. Nine hours a week, laboratory and conferences. **3 or 6 s.h.**

PROFESSORS GROSS AND WILSON, ASSISTANT PROFESSORS VOSBURGH AND BIGELOW, DR. HAUSER, DR. SAYLOR, DR. BROWN AND DR. HILL

Students may elect the first semester without taking the second. The amount of credit will depend on whether the course is pursued for one or two semesters. It is open to seniors who have had courses 70, 151-152, and 261-262.

280. Teaching of Chemistry.—Members of this course spend from 3 to 6 hours a week in laboratory instruction, each having supervision of about 24 students. The members of the course also meet one hour a week for lecture, conference, or recitation. In addition to the above hours, they prepare the regular work of the course in which they are supervising, correct laboratory notebooks, and do the reference reading and study necessary for the conference hour. *One semester to be arranged with the Department.* **2 or 3 s.h.**

PROFESSOR WILSON

(The amount of credit depends on whether 3 or 6 hours are spent in the laboratory in addition to the conference hour.)

FOR GRADUATES

351-352. Advanced Synthetic Organic Chemistry.—Recent advances in certain selected fields such as medicinals, dyes, perfumes, terpenes, alkaloids, etc. will be discussed. The emphasis will be placed upon structure studies and synthetic methods. Lecture or seminar 1 hour each week. **2 s.h.** *S. second period.*

ASSISTANT PROFESSOR BIGELOW

361-362. Chemical Thermodynamics.—A discussion of general chemical theory from the standpoint of thermodynamics. Three recitations. **6 s.h.** Offered in alternate years with Chemistry 363. *M.W.F. first period.*

PROFESSOR GROSS

Prerequisite, Chemistry 261 or its equivalent.

363-364. Chemical Kinetics.—Theories of reaction velocity, catalysis, the theory of the solid state, the structure of atoms, the radiation theory. Offered in alternate years with Chemistry 361. **6 s.h.** *M.W.F. first period.*

PROFESSOR GROSS

Prerequisite, Chemistry 261 or its equivalent.

365. Phase Rule.—A study of equilibrium in heterogeneous systems, and the graphic representation of equilibrium conditions. Three recitations. One semester either fall or spring. **3 s.h.** *M.W.F. third period.*

ASSISTANT PROFESSOR VOSBURGH

DEPARTMENT OF ECONOMICS AND POLITICAL SCIENCE

FOR SENIORS AND GRADUATES

203. Money and Banking.—After a preliminary study of monetary history and theory, together with an account of the development of credit instruments, there follows a more extended presentation of the theory and practice of banking.

Students who elect this course must have made a creditable record in course 51-52. **3 s.h. (w)**

PROFESSOR GLASSON AND MR. RATCHFORD

211-212. History of Political Economy.—This course traces the development of economic theory, giving special attention to the various schools of economic thought in England, France, Germany, and the United States. A large amount of collateral reading in the works of typical authors is required. Lectures and class-discussions. *For Graduates and Seniors by special permission.* Old number 210. **6 s.h. (w)**

PROFESSOR HAMILTON

213-214. Advanced Economic Theory.—This course is designed to introduce students to some of the more complex aspects of economic theory. Controversial phases of theory are surveyed through the medium of the works of the foremost modern economists. The course will also serve as a general review of economic theory for graduate students. *For Graduate and Seniors by special permission.* Old number 212. **6 s.h. (w)**

PROFESSOR HOOVER

215. Economic Systems.—A study of alternative economic systems. In addition to an analysis of communism, anarchism, and the variants of socialism, the course will include a consideration of other proposed modifications of the existing economic order. Old number 214. **3 s.h. (w)**

PROFESSOR HOOVER

216. Economic Functions of the State.—A consideration of the primary and secondary economic functions of government and of the legislation which provides for the performance of these functions, such as social legislation and the regulation of commerce and industry. Old number 215. **3 s.h. (w)**

PROFESSOR HOOVER

231. The Economic History of England.—A study of England since the eleventh century, treating the manorial system, the guilds, mercantilism, and the course of the commercial and industrial revolutions to the present. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

232. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

236. Public Finance.—This course deals with public expenditures, public revenues, public debts, and financial administration. Old number 235.

Students who elect this course must have made a creditable record in course 51-52. **3 s.h. (w)**

PROFESSOR GLASSON AND MR. RATCHFORD

237. American Federal Finance.—A survey of the organization and methods of contemporary American federal finance with special attention to tariff revision, public-debt administration, and budgetary procedure. **3 s.h.**

[Not offered in 1932-1933]

239. Statistical Methods.—Statistical analysis as a tool in investigation; its limitations and the interpretation of statistical results. Methods especially applicable to economic data are given most attention. Two hours' lecture and one laboratory period. **3 s.h. (w)**

DR. NICHOL

240. Statistical Analysis of Time Series.—A study of so-called business "cycles" and "barometers" and the analysis of other periodic economic phenomena. Prerequisite, course 239. Two hours' lecture and one laboratory period. **3 s.h. (w)**

DR. NICHOL

253. Trade Unionism and Labor Problems.—Economic and industrial conditions that have given rise to unionism. A brief history of unionism in England and in the United States. The structure, methods, and policies of modern unions. Old number 254. **3 s.h. (w)**

PROFESSOR COTTON

[Not offered in 1932-1933]

254. Industrial Relations.—This course deals with the fundamental principles underlying industrial relations. Policies and plans of the management concerning employees are discussed. The class will study the organization of the labor department of various industries. Course 253 is a prerequisite for this course. Old number, 255. **3 s.h. (w)**

PROFESSOR COTTON

[Not offered in 1932-1933]

255. Labor Administration.—A course of study dealing with psychological aspects of industrial relations; labor market; and personnel management. Old number 256. **3 s.h. (w)**

PROFESSOR COTTON

256. Labor Legislation.—A course of study dealing with the basis of labor law; the minimum wage, hours of labor, safety and health, and social insurance. The important cases and court decisions with respect to their social significance will be used for class discussion. Old number 257. **3 s.h. (w)**

PROFESSOR COTTON

265. International Trade and Tariff Policies.—An analysis of the theoretical principles underlying international trade with an historical study of the foreign trade and tariff policies of the United States, France, Germany, and England from the eighteenth century to the present. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

266. International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money régime, German reparation payments, and related problems. **3 s.h. (w)**

ASSISTANT PROFESSOR ROBERTS

267-268. Business History.—A study of money makers and money making from the late middle ages to 1913. Attention will be given to the economic phenomena, such as fluctuations of prices, business cycles, monetary inflation, technological progress and shifts in demands, markets and sources of supply—which have affected the accumulation of large fortunes. Attention will also be given to the relative profit of industries at different periods. Old number 267. **4 s.h. (w)**

PROFESSOR HAMILTON

[Not offered in 1932-1933]

275-276. Advanced Industrial Accounting and Management.—This course traces the ways and means of executive control through statistics and industrial accountancy. Emphasis is put upon the economics of overhead costs. A complete practice set of cost-accounting is worked by each student during the course. Old number 275. **6 s.h. (w)**

Courses 57-58 and 105 are ordinarily prerequisites for this course.

PROFESSOR COTTON

FOR GRADUATES

331. Advanced Banking.—This course is open to students who have completed creditably Economics 51-52 and Economics 203 or equivalent courses in other institutions. The subjects for study will be found in the history, theory, and contemporary functions of the banking systems in the United States, England, and France. **2 s.h.** PROFESSOR GLASSON

350. Research in Corporation Organization and Finance.—Open to graduate students and, by special permission, to seniors who have completed creditably courses 143 and 144. *For Graduates and Seniors by special permission.* Old number 349. **2 s.h. (w)** PROFESSOR GLASSON

POLITICAL SCIENCE

207. American Constitutional Law and Theory.—Leading constitutional principles of American government, as developed through judicial interpretation, are studied. Emphasis is placed upon problems of current importance. The reading of cases is supplemented by lectures and assigned legal problems. Old number 208. **3 s.h.**

PROFESSOR WILSON

209. State and Local Government in the United States.—The subject matter of this course covers the historical development of state and local governments, their present political organization and their relation to each other and to the federal government. Particular attention is given to the study of state and county government in North Carolina. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

223. Political Thought to the Seventeenth Century.—In the course of a survey of political thought from the time of Plato and Aristotle to the seventeenth century, emphasis is placed upon the development of distinct concepts of far-reaching importance in political theory. **3 s.h. (w)**

PROFESSOR WILSON AND DR. PFANKUCHEN

[Not offered in 1932-1933]

224. Modern Political Theory.—Political theories of the seventeenth, eighteenth, and nineteenth centuries are studied with particular reference to their influence upon American political thought. In the latter part of the course consideration is given especially to the modern idea of the state. **3 s.h.**

PROFESSOR WILSON AND DR. PFANKUCHEN

[Not offered in 1932-1933]

225. American Political Parties and Practical Politics.—A study of the historical development, organization, and methods of political parties in the United States. Special attention is given to current American politics. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

226. Parliamentary Government.—This course, being a comparative study of popular government in modern states, deals particularly with the political systems of the British Empire, France, Germany, and Switzerland. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

227-228. International Law and International Organization.—Elements of international law and the application of principles through judicial interpretation and in international negotiations, with particular attention to interpretation and application by the United States. The League of Nations and the Permanent Court of International Justice are studied in some detail. Old number 227. **6 s.h.**

PROFESSOR WILSON AND DR. PFANKUCHEN

229. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. Old number 228. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

[Not offered in 1932-1933]

264. Railroad Regulation in the United States.—A study of the powers, activities, and inter-relationship of regulatory bodies, state and federal. The latter part of the course is given to an analysis of the Transportation Act of 1920 and to its administration up to the present time. **3 s.h.**

PROFESSOR WILSON

294. Municipal Government and Administration.—A study of the general problems related to the structural system and activities of municipalities in the United States. Special reference is made to the problems of municipal government in North Carolina. **3 s.h.**

ASSOCIATE PROFESSOR RANKIN

FOR GRADUATES

318. General Seminar in Economics and Political Science.—All graduate students with economics or political science as a major subject are members of this seminar. Reports of progress in research will be made, and there will be lectures and critical discussion by members of the department. *T. at 7:30. 2 s.h.* STAFF

DEPARTMENT OF EDUCATION

The Department offers work toward the Master of Arts and Master of Education degrees, and minor work toward the Doctor of Philosophy degree, in the divisions of elementary education, experimental education and educational psychology, history and philosophy of education, public school administration, and secondary education and educational sociology. It is important for students who are degree candidates to choose their course according to some unified plan; they are reminded that mere accumulation of more or less unrelated courses in various divisions with minor work in some department only remotely related to the student's major work does not lead to a graduate degree. Every candidate for a Master's degree should elect at least six, and preferably twelve, semester-hours of course-work in the special division in which he intends to write his thesis. Students who expect to write theses in the history of education are required to take their minor work in American history. Students writing in school administration are advised to elect minor work in economics and political science. Students in educational psychology should elect their minor work in psychology. No student, except by special approval of the Department and of the Graduate School, is permitted to take minor work in more than one department or to the amount of more than six semester-hours.

For the Doctor of Philosophy degree the Department is prepared to offer a full major of work in educational psychology, with approved minors in as many as two of the other divisions listed and an approved minor in psychology or in some other department offering work closely related to the thesis problem of the candidate. The Department plans to offer complete majors in other divisions as rapidly as the growth of the Department justifies.

ELEMENTARY EDUCATION

FOR SENIORS AND GRADUATES

207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. Prerequisite, teaching experience or six semester-hours of work in materials and methods. **3 s.h.** ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

212. The Curriculum and Materials of the Elementary Grades.—A study of curriculum problems in the elementary schools. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

222. Methods of Teaching and Supervising the Fundamental Subjects.—An advanced course for teachers in service and for students who have completed at least twelve semester-hours of work in education. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

232. Elementary-School Supervision.—A survey of supervision as a means of improving instruction and adapting the curriculum to child and community needs. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

EXPERIMENTAL EDUCATION AND EDUCATIONAL PSYCHOLOGY

208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. Prerequisite, course 258. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

209. Statistical Methods Applied to Education.—A study of statistical methods of treating educational and social data designed to enable teacher or administrator to interpret and use the results of scientific investigations in education. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

216. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal high-school subjects. Old number, 206. **3 s.h.**

PROFESSOR CHILDS

[Not offered in 1932-1933]

218. Educational Implications of Genetic Psychology.—Special section of course 118, intended primarily for graduate students, ordinarily not offered the same year in which 118 is given. **3 s.h.**

PROFESSOR BROWNELL

[Not offered in 1932-1933]

219. Experimental Education.—This course is designed to provide training (1) in planning, (2) in prosecuting, and (3) in reporting quantitative investigations in the field of education,—more especially, in the field of learning and teaching the various school subjects. **3 s.h.**

PROFESSOR BROWNELL

227. The Psychology of Learning: Problems.—The major problems related to the learning process will be examined, with the experimental literature bearing on them. The curves of learning and forgetting, the distribution of practice, economical methods of learning, and the transfer of training will be the major topics considered. Old number, 228. **3 s.h.**

ASSISTANT PROFESSOR EASLEY

228. The Psychology of Learning, Theoretical and Experimental.—This is a continuation of 227. In this semester the laws of learning, the most important explanatory principles, and the major systems of the psychology of learning will be considered. Class experiments will run throughout the semester. *Second semester.* **3 s.h.**

ASSISTANT PROFESSOR EASLEY

237. Investigations in Reading.—A summary of the results of the more important scientific studies in reading; interpretation of the results in terms of aims, methods, materials of instruction, testing diagnosis, and supervision; emphasis on problems requiring further investigation. Old number, 238. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

247. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. *T.F. 3:30-5:00.* Old number 248. **3 s.h.**

PROFESSOR BROWNELL

258. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. Old number, 229. **3 s.h.**

PROFESSOR BROWNELL

FOR GRADUATES

309-319. Research in Educational Psychology.—This course provides opportunity for more advanced graduate students to engage in individual research projects under close supervision. Credit allowed proportionate to achievement and time devoted to the course. **3 to 6 s.h.**

PROFESSOR BROWNELL

318. Investigation of Study Problems.—A brief survey of the available literature on study, followed by extensive case-work in the study habits of high school and undergraduate college students. Diagnosis, corrective and remedial teaching in so far as possible, and reports. An introductory course in educational diagnosis and the treatment of individual differences. **3 s.h.**

PROFESSOR BROWNELL

[Not offered in 1932-1933]

338. Research in Reading.—A course designed for students who have original problems in reading which they desire to investigate. Such studies may be either individual or coöperative. Education 237 is advised as a preliminary course, but is not required. **3 s.h.**

ASSOCIATE PROFESSOR CARR

[Not offered in 1932-1933]

348. Research in Arithmetic.—A course designed for students who have original problems in arithmetic which they desire to investigate. Such studies may be either individual or coöperative. Education 247 is advised as a preliminary course, but is not required. **3 s.h.**

PROFESSOR BROWNELL

HISTORY AND PHILOSOPHY OF EDUCATION

FOR SENIORS AND GRADUATES

200. Introduction to the Philosophy of Education.—A consideration of fundamental concepts underlying educational theory. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

214. History of Education in the United States.—A study of the development of the American public school and the interaction of higher education and the public school. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

224. Current Problems in Public Education as Revealed through School Surveys.—A study of recent developments in public education as revealed through school surveys and resulting from the survey movement. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

254. History of Secondary Education in the United States.—A study of historical and comparative conceptions of the secondary school, changes in American life affecting the secondary school, present status of the secondary school, current tendencies toward expansion, and the problem of state and federal aid. **3 s.h.**

PROFESSOR PROCTOR

264. Recent Movements in American Education.—An intensive study of educational thought and practice since 1900. Old number 234. **3 s.h.**

PROFESSOR HOLTON

FOR GRADUATES

370. Character Education and the State.—Identical with Religious Education 370. A study of the state as character educator, involving a critical examination of the ethical philosophy of the secular state, and of the modern theories and practices of character education. **3 s.h.**

PROFESSOR SMITH

PUBLIC SCHOOL ADMINISTRATION

FOR SENIORS AND GRADUATES

233. Administrative Pupil-Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. **3 s.h.**

PROFESSOR PROCTOR

234. Secondary School Organization and Administration.—A study of the outstanding problems of secondary-school organization and administration other than the problem of gradation and classification of pupils. Old number, 213. **3 s.h.**

PROFESSOR PROCTOR

244. Studies in the Historical Development of Public-School.—An advanced course devoted to the development of pupil-school administration in the South, with especial reference to North Carolina as a type. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

253. Legal Phases of School Administration.—A study of judicial decisions and the development of outstanding features of statute law controlling school administration, with special emphasis upon North Carolina materials. **3 s.h.**

PROFESSOR HOLTON

[Not offered in 1932-1933]

FOR GRADUATES

323. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *Second semester.* **3 s.h.**

PROFESSOR PROCTOR

(This course may be offered in 1931-1932 instead of 254, if there is sufficient demand for the substitution).

343. State and County School Administration.—A study of state and county organization of public schools, emphasizing underlying principles. **3 s.h.**

PROFESSOR PROCTOR

363. City School Administration.—A study of the organization and administration of city school systems, including administrative phases of supervision. **3 s.h.**

PROFESSOR PROCTOR

[Not offered in 1932-1933]

SECONDARY EDUCATION AND EDUCATIONAL SOCIOLOGY

FOR SENIORS AND GRADUATES

206. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite, six semester-hours in education, including course 105. Old number, 205. **3 s.h.**

PROFESSOR CHILDS

215. Principles of Vocational Guidance.—A study of the objectives and underlying principles of vocational guidance, emphasizing this phase of education in North Carolina and the South. The study seeks to formulate a working program for vocational counsellors and others whose teaching function will involve problems of vocational and educational guidance. Prerequisite, educational sociology, preferably courses 105 and 205. **3 s.h.**

PROFESSOR CHILDS

225. The Teaching of High School History.—Identical with History 211. The course counts as an elective in the Department of Education only when approved by the department and the instructor. *First semester.* **3 s.h.**

PROFESSOR SHRYOCK

236. Principles of Vocational Education.—A study of the social basis for vocational education; a brief review of the developments in the field up to the present time; an examination of the present practices in the main fields of agricultural, commercial, industrial, and home-making vocational education. Old number, 235. **3 s.h.** PROFESSOR CHILDS
[Not offered in 1932-1933]

246. The Teaching of Mathematics.—Identical with Mathematics 204. The course counts as an elective in the Department of Education only when approved by the Department and the instructor. **3 s.h.**
PROFESSOR RANKIN

266. The Teaching of High-School French.—Identical with French 218. **3 s.h.** PROFESSOR WEBB

FOR GRADUATES

300. Methods of Educational Research: Seminar.—Graduate students are instructed in methods of research as applied to selected educational problems. Each student must select for intensive study and practice a subject in which he is interested. **3 s.h.** MEMBERS OF THE DEPARTMENT
[Not offered in 1932-1933]

DEPARTMENT OF ENGLISH

FOR SENIORS AND GRADUATES

201-202. Anglo-Saxon.—This course requires no previous study of Anglo-Saxon. The first semester is given to a study of Anglo-Saxon grammar and to the reading of Anglo-Saxon prose; the second semester, to the reading and interpretation of "Beowulf." **6 s.h.**
PROFESSOR BROWN

203-204. Chaucer.—**6 s.h.** PROFESSORS BROWN AND BAUM

205-206. Middle English.—This course consists of an introduction to the study of early Middle English literature and of a study of the history of the English language.

Students may elect English 205-206 without having studied either Anglo-Saxon or Middle English. **6 s.h.** PROFESSOR BAUM

207-208. English Literature, 1400-1550.—**6 s.h.** PROFESSOR BAUM

209-210. English Romances.—This course consists of a rapid reading of the chief romances of the Middle English period. **6 s.h.**
PROFESSOR BROWN

[Not offered in 1932-1933]

211. English Literature, 1550-1625.—This course considers the most important non-dramatic literature from 1550 to 1625 except the works of Spenser. **3 s.h.** PROFESSOR GILBERT

212. English Literature, 1625-1660.—This course considers the most important works other than drama from 1625 to 1660 except the works of Milton. **3 s.h.**
PROFESSOR GILBERT

213-214. The Ballad and Other Folk-Lore.—This course consists of an extensive study of the ballad and other ancient and modern folk-songs and of the other fifteen kinds of folk-lore as found in North Carolina and other sections of America. Much of the material used in the course is in manuscript form, and still other material studied is that collected by the class during the year; thus the student gets training in collecting and classifying songs and other forms of folk-lore. Each student is assisted in developing some subject pertaining if possible to conditions in his native section. **6 s.h.**
PROFESSOR BROWN

215-216. The Drama of the Elizabethan Period.—A study of the drama in England from its beginnings to 1640. **6 s.h.**
PROFESSOR GILBERT
[Not offered in 1932-1933]

217-218. Spenser and Milton.—An exhaustive study of the works of Spenser and Milton. **6 s.h.**
PROFESSOR GILBERT

219. English Literature, 1660-1744.—**3 s.h.**
PROFESSOR WHITE

220. English Literature, 1744-1798.—**3 s.h.**
PROFESSOR WHITE

221. The Drama in England, 1640-1770.—**3 s.h.**
PROFESSOR BAUM
[Not offered in 1932-1933]

225-226. Studies in Victorian Literature.—This course considers in an intensive way the works of some of the most important writers of the period. **6 s.h.**
PROFESSOR ———
[Not offered in 1932-1933]

227. Literary Criticism.—A history of literary criticism to 1700. **3 s.h.**
PROFESSOR GILBERT

228. Literary Criticism.—A history of literary criticism from 1700 to the present. **3 s.h.**
PROFESSOR GILBERT

FOR GRADUATES

301. Bibliography and Methods of Research.—*M.W.* 3-4:30. **3 s.h.**

This course or its equivalent is required of all candidates for higher degrees in English.

PROFESSORS BAUM AND GILBERT

303-304. The Elizabethan Period.—This course considers in an exhaustive manner the works of some of the Elizabethan writers. **6 s.h.**
PROFESSOR GILBERT

305. The Early Renaissance.—A seminar in the literature and language of the early Renaissance in England and Scotland. **3 s.h.**
PROFESSOR BAUM

307-308. American Literature.—A seminar in American literature. **6 s.h.**
 PROFESSOR HUBBELL

309. Chaucer.—Special studies in the works and language of Chaucer; lectures, reports, and a thesis. **3 s.h.**
 PROFESSOR BAUM

311-312. American Literature.—The first semester is given largely to the study of Poe, Hawthorne, Emerson, and Whitman; the second, to a study of the South and the West. **6 s.h.**
 PROFESSOR HUBBELL

313-314. Studies in the Romantic Poets of the Early Nineteenth Century.—This course considers in an exhaustive manner the works of some of the Romantic poets. **6 s.h.**
 PROFESSOR WHITE

DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE

FOR SENIORS AND GRADUATES

201-202. Goethe.—This course is intended to acquaint the student with the methods of independent research while making a careful study of the author's most important works, with special emphasis upon the broader aspects of his ever-widening interests and literary activities. **6 s.h.**
 PROFESSOR KRUMMEL

203-204. Leibnitz to Romanticism.—**6 s.h.**
 [Not offered in 1932-1933] PROFESSOR VOLLMER

205-206. Middle High German.—**6 s.h.**
 [Not offered in 1932-1933] PROFESSOR VOLLMER

207-208. German Romanticism.—**6 s.h.**
 [Not offered in 1932-1933] PROFESSOR VOLLMER

209-210. Early Nineteenth Century Drama.—The dramatic development in Germany after Schiller. Lectures, collateral research and reading. **6 s.h.**
 PROFESSOR KRUMMEL

FOR GRADUATES

301-302. Gothic—Old High German.—**6 s.h.**
 [Not offered in 1932-1933] PROFESSOR VOLLMER

DEPARTMENT OF GREEK

FOR SENIORS AND GRADUATES

201-202. Greek Drama.—Selected plays are read, and their dramatic construction and distinctive features are discussed. **6 s.h.**
 PROFESSOR PEPPLER

203-204. Homer.—*Odyssey*. Pindar and Bacchylides. **6 s.h.**
 PROFESSOR PEPPLER

205-206. Greek Historians.—Herodotus, Books VII and VIII; Thucydides, Books VI and VII. **6 s.h.**
 PROFESSOR PEPPLER

207-208. Greek Orators.—Selected speeches. 6 s.h.

PROFESSOR PEPPLER

209-210. Plato.—*Symposium*, *Protagoras*, and parts of the *Republic*. 6 s.h.

PROFESSOR PEPPLER

211-212. Aristophanes.—Selected comedies. 6 s.h.

PROFESSOR PEPPLER

(Only one of the six courses listed above is offered each year.)

243. Greek Archaeology.—The topography and monuments of Athens. Designed primarily for students who wish to prepare themselves for study in Greece or for work toward an advanced degree. Course 141-142 is prerequisite. 3 s.h.

ASSISTANT PROFESSOR WAY

244. Greek Epigraphy.—Lectures on the history of the alphabet and the development of the local Greek alphabets, followed by extensive reading of inscriptional texts in facsimile. 3 s.h.

ASSISTANT PROFESSOR WAY

245. Greek Dialects.—A linguistic study of transliterated inscriptions illustrative of the major Greek dialects. The interrelations of the dialectal forms are examined, with reference, where possible, to their origin in pro-ethnic Greek. 3 s.h.

ASSISTANT PROFESSOR WAY

[Not offered in 1932-1933]

246. Greek Historical Inscriptions.—The more valuable historical inscriptions are read in chronological order and interpreted in their general bearing upon the course of Greek history. Course 131 is prerequisite. 3 s.h.

ASSISTANT PROFESSOR WAY

[Not offered in 1932-1933]

FOR GRADUATES

The more advanced work of the graduate department is done in the seminar. One author or group of authors forms the center of study each year. Seminars are offered in *Aristophanes* (course 301-302), the *Greek Historians* (303-304), the *Attic Orators* (305-306), and the *Greek Tragic Poets* (307-308). These run through a cycle of four years. In 1932-1933 the work will be

307-308. Seminar in the Greek Tragic Poets.—6 s.h.

PROFESSOR PEPPLER

Graduate students of Duke University may attend the American School of Classical Studies in Athens, Greece, without charge for tuition, and they are eligible to compete for the fellowships that are offered annually by the School. These consist of two fellowships in Greek archaeology and one in the language, literature, and history of ancient Greece, each with a stipend of \$1,400. They are awarded mainly on the basis of examinations held in the beginning of March of each year.

DEPARTMENT OF HISTORY

AMERICAN HISTORY

FOR SENIORS AND GRADUATES

203. The Union, Confederacy, and Reconstruction.—The subjects considered are the rise of secession, the constitutional and economic problems of the Union and Confederacy, and the political and economic adjustments during reconstruction. **3 s.h.** PROFESSOR BOYD

[Not offered in 1932-1933]

209-210. Constitutional History of the United States, 1763 to 1860.—Among the subjects considered are the issues and nature of the Revolution, the problems of the confederation, the nature of the constitution in the light of its early interpretations, the rise of political parties, sectionalism and its attendant political and economic interests, and the slavery controversy. Old number 210. **6 s.h.** PROFESSOR BOYD

[Not offered in 1932-1933]

215. History of the Foreign Relations of the United States.—This course traces the history of American Diplomacy since 1789. Prerequisite, courses 91 and 92. **3 s.h.** PROFESSOR RIPPY

219. Studies in the Social History of the United States.—*T.Th.S. fourth period. Second semester.* **3 s.h.** PROFESSOR SHRYOCK

[Not offered in 1932-1933]

230. The History of North Carolina.—The evolution of the commonwealth from its origins to the present is traced with particular emphasis on social conditions and the recent period. **3 s.h.** PROFESSOR BOYD

[Not offered in 1932-1933]

231. The Hispanic Colonies of the New World.—The development of the Iberian states as colonizing powers, the work of the conquerors, the Spanish colonial policy and system, their influences and results, native races, the international contest for supremacy, and the decay of Spanish power in America and the Philippines. Old number 232. **3 s.h.**

DR. LANNING

232. The Hispanic-American Republics.—A survey of the political, economic, and social development of the Hispanic-American nations since the beginning of the movement for independence in 1810. Considerable attention is also given to the foreign commerce and foreign relations of these nations. Old number 231. **3 s.h.** PROFESSOR RIPPY

FOR GRADUATES

306. Southern History, 1763-1860.—The rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. *M. at 4-6.* **4 s.h.** PROFESSOR BOYD

307. The Colonial Period, 1606-1763.—Emphasis is placed on certain typical institutional and social origins and the development of British policy toward the colonies. *M.* 4-6. 4 s.h. PROFESSOR BOYD

[Not offered in 1932-1933]

315. Seminar in Southern History.—Selected topics in the development of the South Atlantic region, chosen from year to year, in different periods in its development. *W.* 4-5. 2 s.h. PROFESSOR BOYD

321. Studies in the Diplomatic History of the United States.—A research course, open to students approved by the instructor. The aim is to give a familiarity with the sources and literature of South-American diplomatic relations and to investigate related topics in chosen fields from year to year. These fields are: (a) Independence movement of Latin America, (b) Latin-American Foreign Relations, (c) Sectionalism and American Foreign Relations. *W.* 4-6. 4 s.h. PROFESSOR RIPPY

EUROPEAN HISTORY

FOR SENIORS AND GRADUATES

205-206. English Constitutional History.—After a brief review of the Anglo-Saxon period a detailed study is made of those medieval institutions which form the basis of the British constitution. This is followed in the second semester by a general survey of the changes wrought in English political history during the seventeenth and eighteenth centuries, the main lines of constitutional development since 1800, and an outline of the British government as it exists today. Old number 204. 6 s.h.

PROFESSOR LAPRADE

[Not offered in 1932-1933]

217-218. Europe since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influences. Old number 217. 6 s.h. ASSOCIATE PROFESSOR CARROLL

219-220. The History of the European Proletariat.—This course is concerned chiefly with the origins, expansions, and organization of the industrial working classes of Europe. The following problems are emphasized: the decline of serfdom, the growth of an urban working class and social revolutions in England, France, and Germany prior to the eighteenth century, the results of the Industrial Revolution, and labor movements and theories during the nineteenth and twentieth centuries. Old number 218. 6 s.h. ASSOCIATE PROFESSOR CARROLL

[Not offered in 1932-1933]

221-222. Early Modern History.—A survey of the social and political changes in Western Europe during the fourteenth and fifteenth centuries, the Protestant Revolt and the Catholic Reaction of the sixteenth century, and the rise of toleration. Old number 222. 6 s.h.

ASSISTANT PROFESSOR NELSON

223-224. Medieval Institutions and Culture.—A consideration of the classical heritage, the Germanic infusion, development of ecclesiastical, feudal, monarchical, and communal institutions, relations of Church and State, the rise of universities, vernacular literatures, philosophy, and art, in the period 300-1300 A.D. Old number 223. **6 s.h.**

ASSISTANT PROFESSOR MACKAY

FOR GRADUATES

305. A Seminar in the History of England and the British Empire.—The work consists of practical training in the methods of historical research based on sources for modern British history. *F.* 7-8. **2 s.h.**

PROFESSOR LAPRADE

317. A Seminar in Recent European History.—**2 s.h.**

ASSOCIATE PROFESSOR CARROLL

325. British Nationality and Public Opinion.—A study of the various political and social groups that have contended for power in England since the sixteenth century and the methods they used. *T.* 4-6. **4 s.h.**

PROFESSOR LAPRADE

327. Modern Phases of the English Constitution.—A brief review of the medieval constitution, followed by a more intensive study of certain aspects of its development in the sixteenth, seventeenth, and eighteenth centuries. **4 s.h.**

PROFESSOR LAPRADE

[Not offered in 1932-1933]

328. Foundations of the British Empire.—The growth of the British trade and colonization in the sixteenth, seventeenth, and eighteenth centuries, including the causes in Great Britain of the American Revolution. *T.* 4-6. **4 s.h.**

PROFESSOR LAPRADE

[Not offered in 1932-1933]

THE TEACHING OF HISTORY

FOR SENIORS AND GRADUATES

212. The Teaching of History and Civics.—The work consists of a discussion of the question of aims and values in teaching history and civics, textbooks, programs of study, methods of instruction, the use of maps and pictures, the making of lesson-plans for use in the high school, and other problems of high school teaching. *Hour to be arranged. First semester.* **3 s.h.**

PROFESSOR SHRYOCK

[Given in 1932-1933 by Dr. Manchester]

BIBLIOGRAPHY

FOR GRADUATES

326. Historiography and Bibliography.—A survey of the development of historical writing, and examination of the greater collections of historical sources, and a consideration of the inter-relationship of history and other branches of social knowledge. **2 s.h.** Hours to be arranged.

MEMBERS OF THE DEPARTMENT

[Not offered in 1932-1933]

DEPARTMENT OF LATIN AND ROMAN STUDIES

FOR SENIORS AND GRADUATES

201. Roman Fiction.—

[Not offered in 1932-1933]

202. Early Latin Christian Writers.—

[Not offered in 1932-1933]

203-204. Roman Epic.—Origin and development of Epic among the Romans; rapid review of the *Aeneid I-VI* as preparation for an intensive study of books *VII-XII*; Lucan's *Pharsalia* and Statius's *Thebais* will be read, partly in translation. **6 s.h.**

ASSISTANT PROFESSOR GATES

205-206. Roman Drama.—Selected comedies of Plautus and Terence, selected tragedies of Seneca; primarily a rapid reading course. **6 s.h.**

PROFESSOR ROSBOROUGH AND ASSISTANT PROFESSOR GATES

207-208. Roman Philosophy.—

[Not offered in 1932-1933]

209-210. Vulgar Latin and Introduction to Romance Philology.—Prerequisite: Latin 11-12, or an equivalent, and not less than two years of college French or college Spanish. **6 s.h.**

PROFESSOR ROSBOROUGH

[May be offered in 1932-1933]

215. Introduction to Roman Art and Archaeology.—Principles; relation to Etruscan and Greek art; Rome's progress and contributions to world art and architecture. Illustrated lectures, discussions, reports. *No knowledge of Latin required for admission.* **3 s.h.**

PROFESSOR ROSBOROUGH

216. Topography and Monuments of Ancient Rome.—A study of the site of Rome, its development and expansion; city plan; public buildings, dwelling-houses, aqueducts, sewers, streets, fora, shops, theatres, etc. *Reading knowledge of Latin advisable.* **3 s.h.**

PROFESSOR ROSBOROUGH

FOR GRADUATES

301-302. Roman Life.—

[Not offered in 1932-1933]

309-310. Sight Reading and Composition.—The two subjects will be correlated, and the reading will be suited to the needs of the class. *1 ½ hours per week throughout the year.* **3 s.h.**

THE STAFF

311-312. Latin Inscriptions.—An introduction to Latin Epigraphy, *first semester*; followed by a study of important historical inscriptions, including the *Monumentum Ancyranum*, *second semester.* **6 s.h.**

PROFESSOR ROSBOROUGH

321-322. Seminar in Plautus.—(May be offered in 1932-1933). **6 s.h.**

PROFESSOR ANDERSON

325-326. Linguistics.—The sounds, forms and flexions of Latin and Greek; the development of the study of syntax among the Greeks; the historical syntax of Latin. **6 s.h.** PROFESSOR ANDERSON

331-332. Roman Historical Literature.—

[Not offered in 1932-1933]

341-342. The Alexander Romance.—The Romance in its original form and content; and its ramifications, accretions, and modifications in the East, West, North, and South. Prerequisite: an undergraduate major or its equivalent, in Latin or Greek; and a satisfactory reading knowledge of both languages is desirable for admission. *This course may be offered as a seminar in 1932-1933.* **6 s.h.** PROFESSOR ANDERSON

351-352. Seminar. Training in Criticism and Research.—The work will be based on Martial or Catullus. PROFESSOR ROSBOROUGH

[Not offered in 1932-1933]

DEPARTMENT OF MATHEMATICS

The department offers basic courses in each of the main divisions of mathematics; namely, algebra, analysis, geometry, and applied mathematics.

Because of the important mathematical literature which is written in the French and German languages, all students taking graduate work in mathematics should have a practical reading knowledge of these languages near the beginning of their graduate study.

As the Ph.D. degree is a research degree the original dissertation is the most important of the formal requirements. A candidate for the Ph.D. degree should have in mind the dissertation requirement from the outset and plan his courses accordingly. The department is at present best prepared to direct dissertations in analysis, though occasionally provision may be made for a dissertation in algebra or geometry.

The master's degree with major in mathematics will be awarded primarily on the basis of scholarship. For it the thesis may be an exposition of results already known. Each candidate for the master's degree must take a group of basic courses approved by the department.

Graduate students are expected to have undergraduate credit for a number of the courses listed below before they begin their program of graduate work. Students who have not had any of these courses and who desire to become candidates for the master's degree must take at least six semester-hours of such work in addition to the general requirements specified for this degree. This work should be done in the summer session prior to the year of residence.

Not all the courses listed will be given every year.

FOR SENIORS AND GRADUATES

201. History of Mathematics.—This course deals with the evolution of the following topics: number system, arithmetic, geometry, algebra, trig-

onometry, analytical geometry, calculus, and modern geometry. Brief sketches of the lives of the builders of mathematics will be given. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 100.

204. Teaching of Mathematics.*—This course is designed primarily for those who intend to teach high school and college mathematics. It deals with the recent changes in methods of studying mathematics. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 100.

207. Fundamental Concepts of Algebra and Geometry.—This course deals with the concepts of: number, variable, function, limit, group, symbolism, definition, postulate, axiom, proposition, space, and proof. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 100.

225. Theory of Equations and Determinants.—**3 s.h.**

ASSISTANT PROFESSOR DALE

Prerequisite, course 55.

228. Number Theory.—A study of elementary properties of integers; operations with respect to a modulus; theorems of Fermat and Wilson. **3 s.h.**

ASSISTANT PROFESSOR ROBERTS

Prerequisite, course 100.

231. Differential Equations.—A study of the more common types of ordinary differential equations. Primarily a problem course for engineers. **3 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 100.

235-236. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. **6 s.h. (w)**

ASSISTANT PROFESSOR THOMAS

Prerequisite, course 55.

239-240. Advanced Calculus.—This course is a study of the processes of the calculus, their meanings and applications. It is designed to furnish a necessary preparation for advanced work in analysis and applied mathematics. **6 s.h.**

PROFESSOR ELLIOTT

Prerequisite, course 100.

250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. Valuable to teachers of high-school geometry. **3 s.h.**

PROFESSOR RANKIN

Prerequisite, course 55.

* This course carries graduate credit only for students whose major subject is education.

252. Non Euclidean Geometry.—An introduction to the geometry of Bolyai and Lobachevsky. **3 s.h.** ASSISTANT PROFESSOR ROBERTS
Prerequisite, course 100.

255-256. Projective Geometry.—The elements of projective geometry treated synthetically. Introduction to homogeneous coördinates with application to projective geometry. Study of different types of collineations. **6 s.h.** ASSISTANT PROFESSOR THOMAS
Prerequisite, course 55.

281. Elementary Potential Theory.—Fields of force; Newtonian potentials due to volume and to surface distributions. Primarily for students who are interested in mathematical physics. **3 s.h.** ASSISTANT PROFESSOR MILES
Prerequisite, course 100.

284. Vector Analysis.—This course is a study of the different vector products and the calculus of vectors, with applications to geometry and mechanics. **3 s.h.** PROFESSOR ELLIOTT
Prerequisite, course 100.

FOR GRADUATES

325-326. Functions of a Real Variable.—A study of continuous functions, sequences of functions, measure of point sets, and elementary theories of integration. ASSISTANT PROFESSOR ROBERTS
Prerequisite, course 240.

327-328. Modern Theories of Integration.—A study of Lebesgue and Stieltjes integrals, with applications to boundary value problems. **6 s.h.** ASSISTANT PROFESSOR MILES
Prerequisite, course 239-240.

330-331. Theory of Functions of a Complex Variable.—Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions; study of doubly periodic functions. **6 s.h.** ASSISTANT PROFESSOR THOMAS
Prerequisite, course 239-240.

335-336. Infinite Series.—The theory of convergence and the algebraic and functional properties of series; special types of series; infinite products; divergent series. **6 s.h.** ASSISTANT PROFESSOR DALE
Prerequisite, course 239-240.

337-338. Existence Theorems.—Both systems of partial differential equations and Pfaffian systems are discussed. Particular attention is given to the theorems of Cauchy, Riquier, and Cartan, and to singular integral varieties whose existence is not predicted by them. **6 s.h.** ASSISTANT PROFESSOR THOMAS
Prerequisite, course 239-240.

340-341. Integral Equations.—A study of the Volterra and Fredholm integral equations with special reference to their application to boundary problems of differential equations. **6 s.h.** PROFESSOR ELLIOTT

Prerequisites, courses, 231, 239-240.

342-343. Theory of Differential Equations.—Existence and nature of solutions of ordinary differential equations, algebraic theory of linear differential systems, boundary problems. **6 s.h.** PROFESSOR ELLIOTT

Prerequisites, courses, 231, 239-240.

345. Calculus of Variations.—This course will take up the study of the calculus of variations after the methods of Euler, Jacobi, Weierstrass, and Bolza. **6 s.h.** ASSISTANT PROFESSOR HICKSON

Prerequisite, course 239-240.

350. Differential Geometry.—An elementary course in differential geometry. A study of the differential geometry of curves, surfaces, and curves on surfaces. **6 s.h.** ASSISTANT PROFESSOR THOMAS

Prerequisites, courses, 231, 239-240.

355. Algebraic Geometry.—The general theory of algebraic curves with applications to cubic curves. Study of certain types of transformations. **3 s.h.** ASSISTANT PROFESSOR DALE

Prerequisite, course 255.

375. Partial Differential Equations.—A study of some of the important types of differential equations of mathematical physics. **6 s.h.**

ASSISTANT PROFESSOR MILES

Prerequisites, courses, 231, 239-240.

380-381. Potential Theory.—Properties of harmonic functions. Boundary value problems for potentials of a single and of a double layer. **6 s.h.**

ASSISTANT PROFESSOR MILES

Prerequisite, course 325-326, unless the two courses are taken simultaneously.

DEPARTMENT OF PHILOSOPHY

FOR SENIORS AND GRADUATES

201-202. The Philosophy of Art.—Study of the various phases of the aesthetic experience and forms of beauty with analysis of examples. Particular attention will be given to recent writers on aesthetics. Lectures, discussion, and reports. *T.Th.S. first period.* **6 s.h.**

PROFESSOR GILBERT

203. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. Lectures and textbooks. Text used: Everett's *The World of Values*. *T.Th.S. fourth period.* **3 s.h.**

PROFESSOR CRANFORD

205. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. *M.W.F. third period.* 3 s.h. PROFESSOR WIDGERY

209-210. The Philosophy of Religion.—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. Lectures, discussions, reports. *M.W.F. third period.* 6 s.h. PROFESSOR WIDGERY

[Not offered in 1932-1933]

211-212. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of nineteenth century. Lectures, study of texts, and reports. *M.W.F. fourth period.* 6 s.h. PROFESSOR WIDGERY

[Not offered in 1932-1933]

213-214. History of Aesthetic.—The tracing of the historical solutions of traditional problems, such as the nature of imitation, symbolism, the ugly, the sublime, and the comic, the relation of art to nature, to morals, and to economics, the relation of the particular arts to each other, the standard of taste. General theories will be illustrated and tested by examples from the arts. Reading and discussion. *M.T.Th. fourth period.* 6 s.h. PROFESSOR GILBERT

215-216. Contemporary Philosophy.—A study of the leading philosophical movements in Europe and America in the last fifty years. Lectures, discussions, and reports. *T.Th. third period.* 6 s.h. PROFESSOR WIDGERY

221. Spinoza.—Detailed study of Spinoza's works showing the development of his own thought and his relation to his contemporaries. Lectures and reports. *M.W.F. fourth period.* 3 s.h. PROFESSOR GILBERT

223-224. Idealism and Rationalism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. Lectures and assigned readings with reports. *T.Th.S. third period.* 6 s.h. PROFESSOR CRANFORD

225. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. Lectures and textbook. Text used Smythe's *Christian Ethics*. *T.Th.S. third period.* 3 s.h. PROFESSOR CRANFORD

226. Outlines of the History of Ethics.—A survey of ethical theories from the time of Socrates to our own day. Lectures, discussions, reports. *T.Th. fifth period.* 3 s.h. PROFESSOR WIDGERY

FOR GRADUATES

303-304. Seminar in Philosophy.—For the discussion of special problems, chiefly metaphysical. Two hours a week throughout the year. **4 s.h.**
PROFESSOR WIDGERY

DEPARTMENT OF PHYSICS

FOR SENIORS AND GRADUATES

The following courses are arranged primarily for senior students but they are open to graduate students. An elementary knowledge of the Calculus and credit for 12 semester-hours in Physics is presumed in all of the following courses.

201-202. Principles of Radio Transmission and Reception.—A course covering the general theory of wave propagation and including a study of inductance, capacity, induction coils, oscillatory discharge, high frequency generators, and transformers, and the various methods of detecting electro-magnetic waves. **6 s.h.**

ASSISTANT PROFESSOR COLLINS

Prerequisite, course 207 or its equivalent and the calculus.

203-204. Analytical Mechanics.—Geometry of motion; kinematics of a particle and of a rigid body; statics, kinetics of a particle and of a rigid body; relative motion; Lagrange's equations; general principles of mechanics. **6 s.h.**

ASSISTANT PROFESSOR COLLINS

205-206. Physical Optics.—This course deals with interference, diffraction, polarization, absorption, dispersion, and in general will cover those topics treated in a text such as Wood's *Physical Optics*.

PROFESSOR HATLEY

207-208. Electricity and Magnetism.—This course covers the fundamental phenomena of direct and alternating currents and magnetism. Page and Adams *Electricity and Magnetism* is used as a basis for the lectures. Three lectures per week, throughout the year. **6 s.h.**

ASSISTANT PROFESSOR CONSTANT

209. Thermodynamics.—Thermodynamics is the science on which is based all of the physico-chemical sciences. This introductory course deals with basic principles freed from all unnecessary complications. Hence, it covers neither the theory applied to heat engines nor, in detail, the theory of chemical equilibrium. It is in a sense preparatory to such studies. **3 s.h.**

PROFESSOR EDWARDS

211-212. History of Physics.—A rapid review of the fundamental laws of Physics developed from the historical point of view. **2 s.h.**

PROFESSOR EDWARDS

First or second semesters.

FOR GRADUATES

301-302. Advanced Physical Laboratory.—Mechanics, heat, radiation, electrical measurements, ionization, and radio activity. This course involves exact measurements in all the fields indicated. Classical experiments are repeated by much the same methods as were employed by the original investigators. Two laboratory periods and one conference period per week. ASSISTANT PROFESSOR CONSTANT

303-304. Kinetic Theory of Matter.—Gas laws, Maxwell's distribution law mean free path, viscosity, heat conductivity, diffusion, gases at low pressure. 6 s.h. ASSISTANT PROFESSOR NIELSEN

305-306. Theoretical Physics.—This is an advanced course in general physics and serves as an introduction to the mathematical theory of dynamics, electricity and magnetism, hydro-dynamics, thermodynamics and kinetic theory. 8 s.h. ASSISTANT PROFESSOR NIELSEN

307-308. Light.—6 s.h. PROFESSOR HATLEY

309. Conduction of Electricity through Gases.—Electron theory of gaseous conduction. *First semester.* 3 s.h. PROFESSOR EDWARDS

312. Spectroscopy.—First, a study is made of the physics and the adjustments of the various types of instruments to be used in the course. This is followed by a consideration of the various methods employed in exciting spectra, in the sensitization of plates, in the photography of the optical spectrum, in the study of line intensities and in the computation of wave lengths from photographs of spectra. The course closes with the study of the elementary theory and classification of line and band spectra and a review of the results of recent spectroscopic research in physics, chemistry and astronomy. 3 s.h. PROFESSOR EDWARDS

313-314. Thermionic Vacuum Tubes and Radio-Frequency Measurements.—A laboratory course in radio measurements. Course 201-202 is a prerequisite of this course. 6 s.h. ASSISTANT PROFESSOR COLLINS

315-316. Principles of the Quantum Theory.—The origin and fundamental concepts of the quantum theories. The mechanics and principles of the Bohr-Sommerfeld theory are followed by those of the more recent theories of wave and matrix mechanics, as developed by De Broglie, Schrodinger, Heisenberg, Born, Jordan and Dirac. To alternate with Physics 321-322. *M.W.F. at 9:40.* 6 s.h. ASSISTANT PROFESSOR CONSTANT

317. Advanced Dynamics.—A course dealing with the more advanced phases of dynamics and considering such topics as equations of Lagrange and Hamilton generalized coördinates, oscillatory and cyclic motion, criteria of equilibrium, and the Newtonian potential theory. 3 s.h. ASSISTANT PROFESSOR CONSTANT

Prerequisites: Advanced Calculus and Physics 203-204 or its equivalent; Differential Equations may be taken concurrently.

320. X-rays.—The properties of X-rays are interpreted in terms of the interaction between radiation and electrons. An effort is made to gain from a study of available X-ray data a better understanding of the structure of the atom and of the nature of X-rays themselves. *Second semester. 3 s.h.*
 PROFESSOR HATLEY

321-322. Electrodynamics.—A theoretical study of electromagnetic fields based on the special theory of relativity. The fundamental laws of electricity and magnetism are deduced, and the field, motion and radiation of a moving electron are studied. Application to recent experiments are included. A short introduction to vector analysis is given. *6 s.h.*
 ASSISTANT PROFESSOR CONSTANT

323. Quantum Theory of Atomic Spectra.—Quantum theory of atomic structure and line spectra including theory of multiplet structure, Zeeman effect, Stern-Gerlach experiment, etc. *3 s.h.*
 ASSISTANT PROFESSOR NIELSEN

325. Statistical Mechanics.—Comparison of the methods of ordinary and statistical mechanics, properties of statistical ensembles will be discussed with applications to the Maxwell-Boltzmann distribution law, equipartition of energy, entropy, and thermodynamic probability. Modifications brought about by quantum theory will be introduced and applied to the emission and absorption of radiation and collisions of the first and second kinds. *3 s.h.*
 ASSISTANT PROFESSOR NIELSEN

351-352. Physics Seminar.—Advanced study in various fields of contemporary physics. Topics will vary from year to year. The program for 1932-33 will be selected from the following: (a) The Electron Theory of Solids (Edwards); (b) The Raman Effect and its Application (Hatley); (c) Modern Aspects of the Kinetic Theory of Gases (Nielsen); (d) Applications of the Thermionic Vacuum Tube to Modern Research (Collins); (e) Recent Studies in Magnetism (Constant). *2 s.h.*
 THE STAFF

Courses in Electrical Engineering open to students in Physics desiring minor work in Electrical Engineering.

257. Principles of Electrical Engineering: Advanced Alternating Currents.—The algebra of vectors and complex quantities used in electrical engineering. An advanced course in alternating currents and alternating current circuits. Prerequisites, course 151-152, Mathematics 25, 30, 231. *3 s.h. (E)*
 PROFESSOR SCHEALER

258. Principles of Electrical Engineering: Advanced Alternating Current Machinery.—An advanced course consisting of lectures, recitations, and laboratory tests covering the principles underlying the construction and operation of alternating current machinery. A study of synchronous generators and motors, transformers, parallel operation of alternators, synchronous converters, polyphase, induction motors, and single-phase induction, series, and repulsion motors. Prerequisite, course 257. *6 s.h. (E)*
 PROFESSOR SCHEALER

261-262. High-Frequency Alternating Currents.—An advanced course on the principles of wire and wireless communication. A thorough study is made of the theory of coupled circuits, antenna radiation, wave propagation over metallic circuits, nature of speech and sound, vacuum tubes, vacuum-tube circuits, wire and wireless-telephone circuits. Prerequisite, Mathematics 231. **6 s.h. (E)** PROFESSOR SEELEY

263-264. Mathematical Analysis of Electrical Circuits.—An advanced course on the detailed mathematical analysis of certain circuits used in electrical engineering, with an introduction to the use of operational calculus as applied to electrical circuits. Elective. Prerequisites, courses 151-152, Mathematics 231. **6 s.h. (E)** PROFESSOR SEELEY

DEPARTMENT OF PSYCHOLOGY

FOR SENIORS AND GRADUATES

201. Social Psychology.—Lectures, readings, and reports. **2 s.h. (w)**
PROFESSOR McDUGALL

[Not offered in 1932-1933]

203. Psychology of Aesthetics.—Lectures, readings, and reports. **3 s.h. (w)**
ASSOCIATE PROFESSOR LUNDHOLM

205. Psychology of Reasoning.—Lectures, readings, and reports. **3 s.h. (w)**
ASSISTANT PROFESSOR RHINE

[Not offered in 1932-1933]

207. Advanced Laboratory Psychology.—An introduction to experimental techniques, with emphasis on individual problems. Laboratory. **3 s.h. (w)**
ASSISTANT PROFESSOR ZENER

208. Neurological Foundations of Psychology.—A comparative study of the neural basis of behavior. Lectures, laboratory. **4 s.h. (w)**

ASSISTANT PROFESSOR ZENER

[Not offered in 1932-1933]

209. Experimental Psychology.—

A. Survey of experimental work on maturation, learning, memory, motive, emotion, fatigue. Lectures, discussions, reports. **3 s.h.**

[Not offered in 1932-1933]

B. Survey of experimental work on the cognitive processes: sensing, perceiving, thinking. Lectures, discussions, reports. **3 s.h.**

ASSISTANT PROFESSOR ZENER

[Offered in alternate years to 209A]

210. Physiological Psychology.—A consideration of those aspects of the physiology of the nervous system relevant to behavior. Lectures, reports, laboratory. **4 s.h. (w)**
ASSISTANT PROFESSOR ZENER

212. History and Critical Survey of Psychical Research.—Lectures, demonstrations, discussions. **1 s.h. (w)**
ASSISTANT PROFESSOR RHINE

214. Psychology of Personality.—Lectures, discussions, reports, and demonstrations. **3 s.h.** (w) ASSISTANT PROFESSOR RHINE

215. Child Psychology.—Lectures with motion picture demonstrations of environmental forces in child behavior and development. **3 s.h.** (w) ASSISTANT PROFESSOR ADAMS

217. Seminar in Comparative Psychology.—Fundamental concepts; tropisms, instinct, gradients, regulation, evolutionary theories, etc. **2 or 3 s.h.** (w) ASSISTANT PROFESSOR ADAMS

218. Abnormal Psychology.—Lectures, readings, and demonstrations. **3 s.h.** (w) ASSOCIATE PROFESSOR LUNDHOLM

219-220. History of Psychology.—Lectures and prescribed readings. A survey of the development of thought on the major problems of psychology from the earliest times to the present day. **2 s.h.** (w) PROFESSOR McDUGALL

221. Psychology of Suggestion and Hypnosis.—Lectures, demonstrations, discussions. **1 s.h.** (w) ASSISTANT PROFESSOR RHINE
(Students admitted by consultation with instructor.)

230-231. Introduction to Research.—Selected seniors only. **2 s.h.**
PROFESSORS McDUGALL, LUNDHOLM, ZENER, RHINE, AND ADAMS

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. first period.* **3 s.h.** PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Religious Education 275 or its equivalent. *T.Th.S. first period.* **3 s.h.** PROFESSOR HICKMAN

FOR GRADUATES

301. Schools of Abnormal Psychology—Seminar.—Undergraduates admitted only if pre-medical students or if seniors and candidates for honors in Psychology. **2 or 3 s.h.** ASSOCIATE PROFESSOR LUNDHOLM

302. Seminar—Special Problems.—**2 or 3 s.h.** PROFESSOR McDUGALL

303-304. Research.—Research conducted in coöperation with one or more of the instructors. **2 s.h.**

PROFESSORS McDUGALL, LUNDHOLM, ZENER, RHINE, AND ADAMS

306. Seminar in Child Psychology.—Development of speech, social behavior, eidetic imagery and other special problems. **2 or 3 s.h.** ASSISTANT PROFESSOR ADAMS

377-378. Seminar in the Psychology of Religion.—Theories of self and related problems in the philosophical aspects of psychology and their bearing on religious theory. For advanced students in philosophy, psychology, or psychology of religion. Two hours per week through the year. **4 s.h.** PROFESSOR HICKMAN

DEPARTMENT OF RELIGION

NEW TESTAMENT

FOR SENIORS AND GRADUATES

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. *M.W.F. second period. 6 s.h.* DR. CLARK

217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. *T.Th.S. second period. 3 s.h.* DR. CLARK

218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. *T.Th.S. second period. 3 s.h.* PROFESSOR RUSSELL

219. Life of Paul.—A study of Paul's life on the basis of Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. *M.W.F. second period. 3 s.h.* PROFESSOR MYERS
[Not offered in 1932-1933]

FOR GRADUATES

311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213. *Th.F.S. third period. 3 s.h.* PROFESSOR RUSSELL

312. New Testament Theology.—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. *Th.F.S. third period. 3 s.h.* PROFESSOR RUSSELL

313. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. *Th.F.S. third period. 3 s.h.* DR. CLARK

314. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. *T.Th.S. fourth period. 3 s.h.* DR. CLARK

315. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. *Th.F.S. third period. 3 s.h.*

PROFESSOR BRANSCOMB

[Not offered in 1932-1933]

316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. *Th.F.S. third period. 3 s.h.*

PROFESSOR RUSSELL

[Not offered in 1932-1933]

OLD TESTAMENT

FOR SENIORS AND GRADUATES

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. *T.Th.S. first period. 6 s.h.*

PROFESSOR ———

203-204. Introduction to the Old Testament.—The origin, literary form and contents of the books of the Old Testament in their historical setting. *M.W.F. first period. 6 s.h.*

PROFESSOR RUSSELL

FOR GRADUATES

301. Old Testament Theology.—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. *M.T.W. third period. 3 s.h.*

PROFESSOR RUSSELL

302. The Exegesis of Selected Books of the Old Testament.—The books to be studied will be chosen from the following list: Job, Second Isaiah, Zechariah, the Psalms. The study will be based on the English text. *M.T.W. second period. 3 s.h.*

PROFESSOR RUSSELL

305-306. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. *M.W.F. fourth period. 6 s.h.*

PROFESSOR ———

[Not offered in 1932-1933]

307-308. The Old Testament in Hebrew.—Parts of the pentateuch are read during the first semester. Selections from the prophets are the basis for the study in the second semester. Prerequisite, Old Testament 201-202 or equivalent. *M.W. at 4. 6 s.h.*

PROFESSOR ———

[Not offered in 1932-1933]

309-310. Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. *M.T.W. first period. 6 s.h.*

PROFESSOR ———

[Not offered in 1932-1933]

CHRISTIAN DOCTRINE

FOR GRADUATES

321. Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. *M.W.F. first period. 3 s.h.* PROFESSOR ROWE

322. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of religious thought and experience of the present age. *M.W.F. first period. 3 s.h.* PROFESSOR ROWE

323. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. *M.T.W. second period. 3 s.h.* PROFESSOR ROWE

324. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. *M.T.W. second period. 3 s.h.* PROFESSOR ROWE

325. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. *M.W.F. fourth period. 3 s.h.* PROFESSOR ROWE

326. Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. *M.W.F. fourth period. 3 s.h.* PROFESSOR ROWE

HISTORY OF RELIGION AND MISSIONS

FOR SENIORS AND GRADUATES

281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *T.Th.S. second period. 3 s.h.* PROFESSOR CANNON

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *T.Th.S. second period. 3 s.h.* PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. *T.Th.S. third period. 3 s.h.* PROFESSOR CANNON

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. *T.Th.S. third period. 3 s.h.*

PROFESSOR CANNON

FOR GRADUATES

381. Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. *M.W.F. second period. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1932-1933]

382. Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. *M.W.F. second period. 3 s.h.*

PROFESSOR CANNON

383. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion and Missions 282. *M.W.F. second period. 3 s.h.*

PROFESSOR CANNON

384. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. *M.W.F. second period. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1932-1933]

385. Christianity and World Movements.—Relation of Christianity to significant world movements, race, war, industry, world peace. *T.Th.S. third period. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1932-1933]

386. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualifications and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. *T.Th.S. third period. 3 s.h.*

PROFESSOR CANNON

[Not offered in 1932-1933]

CHURCH HISTORY

FOR SENIORS AND GRADUATES

233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. *M.W.F. third period. 3 s.h.*

PROFESSOR GARBER

234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *M.W.F. third period. 3 s.h.*

PROFESSOR GARBER

FOR GRADUATES

333. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. *M.T.W. fourth period. 3 s.h.*

PROFESSOR GARBER

[Not offered in 1932-1933]

334. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education and modern theological issues. Prerequisite, Church History 233-234. *M.W.F. fourth period. 3 s.h.*

PROFESSOR GARBER

335. Religion in the Southern States since the Civil War.—A detailed study of the religious life of the southern people since 1865. Prerequisite, Church History 233-234. *M.W.F. second period. 3 s.h.*

PROFESSOR GARBER

[Not offered in 1932-1933]

336. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist church in America, and distinctive principles of Methodism. Prerequisite, Church History 233-234. *M.W.F. second period. 3 s.h.*

PROFESSOR GARBER

[Not offered in 1932-1933]

337. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism; relations of church and state; German theology of the nineteenth century; and the Oxford movement. Prerequisite, Church History 233-234. *M.T.W. fourth period. 3 s.h.*

PROFESSOR GARBER

338. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. *M.T.W. fourth period. 3 s.h.*

PROFESSOR GARBER

[Not offered in 1932-1933]

RELIGIOUS EDUCATION

FOR SENIORS AND GRADUATES

261. An Educational Approach to Religion.—A study in the educational theory of religion, including a discussion of the social, psychological, and theological aspects of moral and religious growth. *T.Th.S. fourth period. 3 s.h.* PROFESSOR SMITH

262. Organization of Religious Education.—The development of a system of organization and administration based upon constructive educational theory, and embracing week-day as well as Sunday agencies of religious education. *T.Th.S. fourth period. 3 s.h.* PROFESSOR SPENCE

263. Curriculum of Religious Education.—Educational conceptions of the curriculum; values and uses of current curricula; principles and techniques of curriculum construction. *M.W.F. second period. 3 s.h.* PROFESSOR SPENCE

264. Technic of Teaching Religion.—Objectives and principles of the teaching process, including a discussion of the major types of educational procedure. *M.W.F. second period. 3 s.h.* PROFESSOR SPENCE

FOR GRADUATES

362. Religious Education in Social Reconstruction.—Following the consideration of religious education as a social process, one or more major social issues in contemporary civilization will be critically examined from the standpoint of education's contribution toward social reconstruction. Prerequisite, three semester-hours of Sociology, Religious Education 261 or its equivalent. *T.Th.S. second period. 3 s.h.* PROFESSOR SMITH

363-364. Religious Education and American Civilization.—A survey of the origin and growth of cultural values in the rise of American civilization, with a concomitant investigation of the educational processes of church and state in the shaping of moral and religious personality. Prerequisite, Religious Education 261, or its equivalent. *M.W.F. second period. 6 s.h.* PROFESSOR SMITH

365. Character Education and the State.—A study of the state as character educator, involving a critical examination of the ethical philosophy of the secular state, and of the modern theories and practices of character education. Prerequisite, Religious Education 261 or its equivalent. *M.T.W. first period. 3 s.h.* PROFESSOR SMITH

366. Philosophy of Religious Education.—A critical study of the basic concepts and theories underlying religious education. Prerequisite, Religious Education 261 or its equivalent. *M.T.W. first period. 3 s.h.* PROFESSOR SMITH

381-382. Seminar.—Directed research. Available only upon approval of Department. *Th. 4:00-6:00. 4 s.h.* DEPARTMENTAL STAFF

PSYCHOLOGY OF RELIGION

FOR SENIORS AND GRADUATES

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. *T.Th.S. first period. 3 s.h.*

PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Psychology of Religion 275 or its equivalent. *T.Th.S. first period. 3 s.h.*

PROFESSOR HICKMAN

FOR GRADUATES

371. The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course in general psychology. *M.W.F. third period. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1932-1933]

372. The Religious Experience of Youth.—(Continues the study begun in Psychology of Religion 371 and is along the same lines.) Prerequisite, one course in general psychology. *M.W.F. third period. 3 s.h.*

PROFESSOR HICKMAN

[Not offered in 1932-1933]

375-376. Seminar: Studies in Mysticism.—Examination of principal phases of religious mysticism to discover their abiding worth in religious experience. Prerequisite, Psychology of Religion 275 or equivalent. *Hours to be arranged. 4 s.h.*

PROFESSOR HICKMAN

377-378. Seminar in the Psychology of Religion.—Theories of self and related problems in the philosophical aspects of psychology and their bearing on religious theory. For advanced students in philosophy, psychology, or psychology of religion. *Hours to be arranged. 4 s.h.*

PROFESSOR HICKMAN

[Not offered in 1932-1933]

HOMILETICS AND PRACTICAL THEOLOGY

FOR SENIORS AND GRADUATES

251. The Rural Church and Sociology.—A study of the religious social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present social obligation of the church. *T.Th.S. first period. 3 s.h.*

PROFESSOR ORMOND

252. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. *T.Th.S. first period. 3 s.h.*

PROFESSOR ORMOND

FOR GRADUATES

- 343. Psychology of Preaching.**—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. *M.W.F. third period.* **3 s.h.**
 PROFESSOR HICKMAN

DEPARTMENT OF ROMANCE LANGUAGES

FOR SENIORS AND GRADUATES

- 215-216. The Modern French Novel.**—A survey from Madame de Lafayette to Paul Bourget with particular reference to the effect of literary movements upon the evolution of novel technique. **6 s.h.**

PROFESSOR JORDAN

- 217. The French Language.**—French phonetics, composition, dictation. **3 s.h.**

PROFESSOR WEBB

- 218. Materials and Methods.**—After a survey of the high school course typical selections for reading are studied as the basis for exercises in writing and speaking French. **3 s.h.**

PROFESSOR WEBB

- 219. Old French.**—An introduction to the Old French language and literature. Brief study of Old French grammar; the *Chanson de Roland*; lectures. **3 s.h.**

PROFESSOR COWPER

[Not offered in 1932-1933]

- 220. Old French.**—Types of Old French literature. Reading of typical *Romans d'aventure*; lectures. **3 s.h.**

PROFESSOR COWPER

[Not offered in 1932-1933]

- 231. Rousseau and the Beginnings of Romanticism.**—Lectures, readings and assigned papers. **3 s.h.**

PROFESSOR COWPER

[Not offered in 1932-1933]

FOR GRADUATES

- 323-324. Realism and Naturalism.**—A study of the literary and critical theories underlying the movements of realism and naturalism. Representative authors of the period 1850-1890 are read, and individual problems are assigned, mainly in the field of the novel. **6 s.h.**

PROFESSOR JORDAN

[Not offered in 1932-1933]

- 325-326. Sixteenth Century Prose.**—Prose writers of the sixteenth century. **6 s.h.**

ASSISTANT PROFESSOR WALTON

[Not offered in 1932-1933]

- 327. Sixteenth Century Poetry.**—**3 s.h.**

ASSISTANT PROFESSOR WALTON

- 328. Anatole France.**—**3 s.h.**

ASSISTANT PROFESSOR WALTON

- 329. History of French Civilization.—3 s.h.**

PROFESSOR WEBB

- 330. Victor Hugo.—3 s.h.**

PROFESSOR WEBB

- 331. Diderot and the Encyclopédie.—Seminar. 3 s.h.**

PROFESSOR COWPER

- 332. History of the French Language.—Lectures and exercises, with an emphasis on the phonology of the language. 3 s.h.**

PROFESSOR COWPER

- 333-334. French Literature, 1890-1914.—6 s.h.**

PROFESSOR JORDAN

DEPARTMENT OF SOCIOLOGY

FOR SENIORS AND GRADUATES

- 205. Social Pathology.**—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness, insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. **3 s.h.**

PROFESSOR JENSEN

- 206. Criminology.**—Prerequisite, course 101. A study of the original tendencies of man and the problem of socializing these tendencies; the relation of physical and mental defectiveness and untoward influences in the home and neighborhood to crime; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. **3 s.h.**

PROFESSOR JENSEN

- 212. Child Welfare.**—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school, emphasizing the physical and mental well-being of the child, play, and compulsory and industrial education; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. **3 s.h.**

PROFESSOR JENSEN

- 213. Constructive Social Policies.**—An intensive study of the theories and legislation dealing with such problems as compensation, vocational re-education, and other methods of social insurance and social improvement. **2 s.h.**

[Not offered in 1932-1933]

- 215. Rural Sociology.**—A study of social conditions in rural communities and their improvement. Definite rural social problems are studied such as the drift to the cities, farming as an occupation, land problems,

farm labor problems, coöperation, the rural school, the rural church, rural health and sanitation, the rural home, and the social center. **3 s.h.**

[Not offered in 1932-1933]

216. Urban Sociology.—A study of the organization and social problems of urban communities, with special reference to social technology or the improvement of social and living conditions. The following subjects are treated: Municipal administration, city planning, housing, public health and sanitation, public safety, justice, welfare and leisure-time activities, and civic art. **3 s.h.**

[Not offered in 1932-1933]

217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. Lectures and assigned reading. **3 s.h.**

PROFESSOR ELLWOOD

218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. Lectures and assigned reading. **3 s.h.**

PROFESSOR ELLWOOD

227. Emigration and Immigration.—A study of territorial movements of population with especial reference to Europe and America. Causes and extent of migration; its effect upon American and European society; origin and characteristics of immigrant groups and their organization in the New World; problems, agencies and processes of assimilation. **3 s.h.**

PROFESSOR JENSEN

FOR GRADUATES

301. Sociology and Religion.—A study of the principles of sociology in their bearing upon religion, and especially upon Christian social ideals. Prerequisite, eighteen hours of undergraduate work in the social sciences, namely, in Sociology, History, Economics, Political Science, Psychology, and Philosophy. *W.M.F. second period.* **3 s.h.**

PROFESSOR JENSEN

319. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. Discussions and papers by the class. *First semester, T.Th.S. second period.* **3 s.h.**

PROFESSOR ELLWOOD

320. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumplowicz, Ratzenhofer, and Ward, will, among others, be considered. A large

amount of assigned reading will be required in this course. The student is advised to correlate this course with related courses in economics, history, political science, and philosophy. *Second semester, T.Th.S. second period. 3 s.h.* PROFESSOR ELLWOOD

322. Methods of Social Research.—A study of the various methods of research and investigation that can be applied to the study of social phenomena. Considerable time is given to the study of social statistics and the social survey. Special problems are assigned for research and field work. *T.Th.S. first period. 3 s.h.* PROFESSOR JENSEN

330. Seminar.—Research work upon special problems in sociology and social work. One hour session each week throughout the year. *2 s.h.* PROFESSORS ELLWOOD AND JENSEN

COURSES IN THE MEDICAL SCHOOL OPEN TO GRADUATE STUDENTS

ANATOMY

M201. Gross Human Anatomy.—A course especially designed for graduate students, comprising a complete dissection of the cadaver. The laboratory work is supplemented by conferences which place emphasis on the biological aspects of the subject. *Fall quarter. Hours and credits (Max. 8 s.h.) by arrangement.*

DR. SWETT AND STAFF

Prerequisites, Zoölogy 41 and 191 or the equivalent.

M202. Microscopic Anatomy.—Conferences and laboratory work on the morphological characteristics of the tissues of the animal body. The work is based upon a study of fresh and prepared material and is approached from the physiological viewpoint. *Fall quarter. Hours and credits (Max. 2 s.h.) by arrangement.*

DR. HETHERINGTON AND STAFF

Prerequisite, Zoölogy 42 (General Histology) or its equivalent.

M203. Anatomy of the Nervous System.—A study of the gross and microscopic structure of the human central nervous system, special attention being paid to the structural and functional relationships between the various nuclei and fiber tracts. *Fall quarter. Hours and credits (Max. 4 s.h.) by arrangement.*

DR. HETHERINGTON

Prerequisite, Anatomy M201.

M204. Human Embryology.—A lecture and seminar course dealing with the development of the individual with especial reference to the human. Laboratory work, hours and credits (Max. 2 s.h.) by arrangement. Limited to eight students.

DR. SWETT AND STAFF

Prerequisite, Zoölogy 41 and 191.

M305. Regional Anatomy.—A study of transverse sections of the human body for the purpose of establishing the spatial relationships of the various organs. Hours and credits (Max. 3 s.h.) by arrangement.

DR. SWETT AND STAFF

Prerequisites, Anatomy M301 and M303.

BACTERIOLOGY AND IMMUNOLOGY

M221. Bacteriology and Immunology.—This course is devoted primarily to the study of the biological and immunological relationships of micro-organisms in disease. It is not a course in bacteriologic technic. An additional course in technical methods is provided for those who require it. 2 hours lecture and 8 hours laboratory per week in winter quarter. 4 s.h.

DR. D. T. SMITH AND STAFF

Prerequisites, Courses in general zoölogy, general botany, histology and comparative anatomy, general and organic chemistry.

BIOCHEMISTRY

M241. General Biochemistry.—Three lectures and 4 laboratory periods of 3 hours each weekly for eleven weeks. Conference in small groups once each week. *Winter quarter.* 6 s.h.

DR. PERLZWEIG, DR. TAYLOR AND STAFF

Prerequisites, General chemistry, organic chemistry, elementary physical and analytical chemistry and at least one year of college biology.

M242. Biochemical Preparations.—Eight hours laboratory with conferences when necessary. This course involves detailed study of the chemistry of enzymes, proteins, fats, carbohydrates and derivatives. *Spring, Summer, Fall quarters.* Hours by arrangement. 2 s.h.

DR. TAYLOR AND STAFF

Prerequisite, Biochemistry M241.

M243. Chemistry of Nutrition.—One lecture per week. *Spring quarter.* 1 s.h. Optional laboratory by arrangement with instructor. Hours by arrangement.

MRS. S. G. SMITH

Prerequisite, M241.

M341. Pathological Chemistry.—This course will be devoted to the study of the chemical and physical chemical aspects of normal and abnormal metabolism (water and electrolyte equilibrium, acid-base equilibrium, pigment metabolism, gas exchange, etc.) The laboratory work will involve chiefly methods of blood and urine analysis to illustrate the theoretical discussions. Two hours lectures or conferences and 8 hours laboratory work per week. *Spring and Summer quarters.* Hours by arrangement.

DR. PERLZWEIG AND STAFF

Prerequisites, Biochemistry M241 and Physiology M261.

M342. Biochemical Research.—The facilities of the Department of Biochemistry, including various types of research equipment, and of the clinical material of the Blood Chemistry laboratory are available for independent or supervised investigations to properly qualified persons.

DR. PERLZWEIG

PHYSIOLOGY

M261. Human Physiology.—Three lectures per week. *Winter quarter. 2 s.h.*

Prerequisites, Anatomy M201, Biochemistry M241 (or equivalents) and at least one year of college physics.

(Note Biochemistry may be taken concurrently with this course.)

DR. EADIE, DR. McCRAE, DR. F. M. BERNHEIM AND STAFF

M262. Physiology and Pharmacology.—Twenty hours laboratory per week. To follow lectures in Human Physiology. *Spring quarter. M.W. 8:30-5:00, Fri. 8:30-12:30. 7 s.h.*

DR. EADIE, DR. McNIDER AND STAFF

Prerequisites, Physiology M261, Biochemistry M241.

M361. Advanced Physiology.—Advanced lectures on selected topics in Physiology. 1 hour per week. *Spring or Summer quarters. 1 s.h.*

DR. EADIE, DR. McCRAE, DR. BERNHEIM

Prerequisites, Physiology M261 and M262.

OPPORTUNITIES FOR RESEARCH IN FORESTRY

Through placing the Duke Forest under intensive management for forestry purposes last year a beginning has been made in laying the foundations for educational work and research in forestry. The Duke Forest consists of approximately 5,000 acres of land, most of which is adjacent and easily accessible to the University campus. Situated in the lower Piedmont region, composed of second-growth shortleaf pine, loblolly pine, and hardwoods, the Forest is representative of the various types of timber growth found throughout the region.

In developing the Duke Forest the following objectives are being emphasized:

1. Demonstration of the various methods of timber growing, silvicultural treatment, and forest management on a practical and economic basis looking toward providing a sustained yield of forest products.

2. Development as an experimental forest for research in the problems of timber growing and in the sciences basic thereto.

3. To serve as an outdoor laboratory where field work can be carried on by forestry students and where research on special

problems can be conducted by advanced students under the guidance of the instructional staff.

Due to the proximity of the Forest to the laboratories, greenhouses, and other scientific equipment and library facilities of the University, an excellent opportunity exists for the conduct of forest research. Research has already been started on special problems, particularly in the field of forest ecology. Increasing opportunity exists for graduate work and research in this field. During the period in which the work in forestry is being organized, graduate work in forest ecology will be offered through the closely related field of botany. Graduate students having the requisite training in either botany or forestry may do research in forest ecology. (See announcements under Biology Department).

INFORMATION FOR GRADUATE STUDENTS

SPECIAL FEES

Graduate students in the sciences are required to pay the special laboratory fees for courses as fixed by the various departments. An administrative fee is charged in connection with special research work in the summer under direction of a member of the faculty.

TRANSCRIPTS

A student desiring to transfer from Duke University to another institution is entitled to one transcript of his record. A charge of one dollar is made for each additional copy.

TEACHERS TAKING GRADUATE COURSES

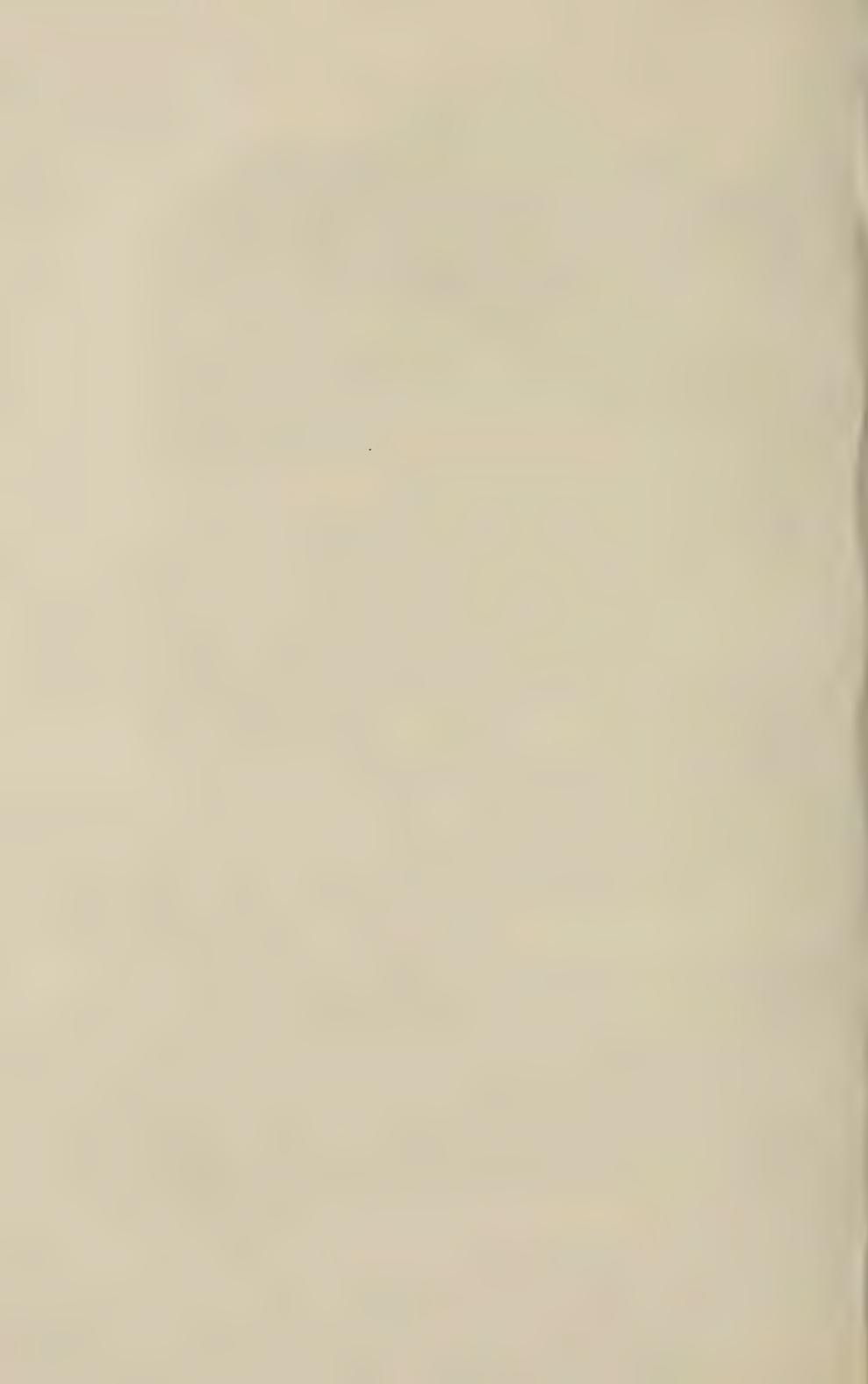
For the purpose of aiding North Carolina teachers in their professional preparation, Duke University grants a special tuition rate to members of the faculties of near-by schools and colleges who desire to register during the regular academic session for one or two graduate courses. For such courses a teacher is required to pay a registration fee of \$5.00 at the beginning of each semester and a tuition fee of \$3.00 for each semester-hour of work, together with any regular laboratory fees which may be required in these courses. A student may not register for more than seven hours per week under this provision.

Instructors, part-time instructors, members of the library staff, other similar members of the University staff, and ministers of nearby churches may be included under the above provision by the Dean of the Graduate School, provided such persons are not receiving more than one-half credit for residence in meeting the requirements for advanced degrees.

The special tuition rate for teachers does not apply in any case to the holders of fellowships, graduate scholarships, and graduate assistantships annually awarded in the Graduate School of Arts and Sciences.

PAYMENTS TO FELLOWS AND SCHOLARS

Payments by the University of stipends to fellows and scholars are made in four installments, on November 25, January 25, March 25, and May 25. Fellows and scholars are required to pay the regular tuition fee and such additional fees as are ordinarily required of graduate students.



THE SCHOOL OF LAW

1931-1932

ANNOUNCEMENTS FOR 1932-1933

MEMBER OF THE ASSOCIATION OF AMERICAN LAW SCHOOLS

APPROVED BY THE AMERICAN BAR ASSOCIATION

FACULTY

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.

PRESIDENT OF THE UNIVERSITY.

JUSTIN MILLER, A.B., LL.B., J.D.

DEAN AND PROFESSOR OF LAW.

A.B. 1911, Stanford University; LL.B. 1913, University of Montana; J.D. 1914, Stanford University; Asst. Instr. in Law, University of Montana, 1912-13; general practice, 1914-21; Dist. Atty. King's County, Calif. 1915-18; Atty. for Calif. State Comm. of Immigration and Housing, 1919-21; Lecturer, University of California, summer 1920; Professor of Law, University of Oregon, 1921-23; University of Minnesota, 1923-26; Stanford University, summer 1926; University of California, 1926-27; Dean, School of Law, University of Southern California, 1927-30; Visiting Professor of Law, Columbia University, summer 1929; Dean and Professor of Law, School of Law, Duke University, since 1930.

BRYAN BOLICH, A.B., B.A., M.A., B.C.L.

PROFESSOR OF LAW.

A.B. 1917, Duke University; Duke University Law School 1919-21; B.A. 1923, Oxford University; B.C.L. 1924, Oxford University; M.A. 1927, Oxford University; general practice, 1924-27; Professor of Law, Duke University, since 1927.

JOHN S. BRADWAY, A.B., A.M., LL.B.

PROFESSOR OF LAW AND DIRECTOR OF THE LEGAL AID CLINIC.

A.B. 1911, Haverford College; A.M. 1915, Haverford College; LL.B. 1914, University of Pennsylvania; general practice, 1914-29; Legal Aid Society of Philadelphia, 1914-20; chief counsel, Philadelphia Legal Aid Bureau, 1920-22; Secretary National Association of Legal Aid Organizations, since 1923; Professor of Law and Director of the Legal Aid Clinic, University of Southern California, 1929-31; Professor of Law and Director of the Legal Aid Clinic, Duke University, since 1931.

PAUL WESLEY BRUTON, A.B., LL.B., J.S.D.

ASSOCIATE PROFESSOR OF LAW.

A.B. 1929, University of California; LL.B. 1929, University of California; J.S.D. 1930, Yale University; assistant to the Calif. Code Comm., summer 1930; Instructor in Law, Yale University, 1930-32; University of California, summer 1932; Associate Professor of Law, Duke University, since 1932.

THADDEUS DILLIARD BRYSON

PROFESSOR OF LAW.

Emory and Henry College, 1889-90; University of North Carolina, 1891-95; finished Law School, University of North Carolina, 1895; general practice, 1895-1918; Solicitor, 20th Judicial District, North Carolina, 1908-16; Judge, Superior Court, North Carolina, 1918-26; general practice, 1926-27; Professor of Law, Duke University, since 1927.

DAVID F. CAVERS, B.S., LL.B.

PROFESSOR OF LAW.

B.S. in Econ. 1923, University of Pennsylvania; LL.B. 1926, Harvard University; general practice, 1926-29; Instructor in Law, Harvard University, 1929-30; Assistant Professor of Law, West Virginia University, 1930-31; Assistant Professor of Law, Duke University, 1931-32; Professor of Law, Duke University, since 1932.

LESLIE CRAVEN, A.B., J.D.

PROFESSOR OF LAW.

A.B. 1909, Stanford University; Harvard Law School, 1909-10; J.D. 1911, Stanford University; general practice, 1912-16; assistant valuation counsel, 1916-18, and valuation counsel, 1919-32, for the associated Class I Western Railroads (Presidents' Conference Committee); Professor of Law, Duke University, since 1932.

LON L. FULLER, A.B., J.D.

PROFESSOR OF LAW.

A.B. 1924, Stanford University; J.D. 1926, Stanford University; Assistant Professor of Law, University of Oregon, 1926-27; Associate Professor of Law, University of Oregon, 1927-28; Associate Professor of Law, University of Illinois, 1928-30; University of Chicago, summer 1930; Professor of Law, University of Illinois, 1930-31; Professor of Law, Duke University, since 1931.

WARNER FULLER, B.S., LL.B.

ASSISTANT PROFESSOR OF LAW.

B.S. 1924, University of Oregon; LL.B. 1927, Yale University; research assistant, Yale Law School, 1927-28; general practice, 1928-32; Assistant Professor of Law, Duke University, since 1932.

H. CLAUDE HORACK, Ph.B., LL.B.

PROFESSOR OF LAW.

Ph.B. 1899, State University of Iowa; LL.B. 1900, State University of Iowa; LL.B. 1904, Harvard University; Assistant Professor of Law, University of Wisconsin, 1904-07; Professor of Law, State University of Iowa, 1907-30; University of Michigan, summer 1922; University of Wisconsin, summer 1924; University of Southern California, summer 1931; Advisor, Council of Legal Education and Admissions to the Bar of the American Bar Association, 1927-30; Professor of Law, Duke University, since 1930.

DOUGLAS BLOUNT MAGGS, A.B., J.D., S.J.D.

PROFESSOR OF LAW.

A.B. 1922, University of California; J.D. 1924, University of California; S.J.D. 1926, Harvard University; general practice, 1924-25; Assistant Professor of Law, University of California, 1926-27; Professor of Law, University of Southern California, 1927-30; Visiting Professor, Columbia University, 1928-29; University of California, summer 1927; Cornell University, summer 1928; University of Chicago, summer 1929; Professor of Law, Duke University, since 1930.

MALCOLM McDERMOTT, A.B., LL.B.

PROFESSOR OF LAW AND DIRECTOR OF DEPARTMENT OF LEGISLATIVE
RESEARCH AND DRAFTING.

A.B. 1910, Princeton University; LL.B. 1913, Harvard University; general practice, 1913-30; Dean, College of Law, University of Tennessee, 1920-30; University of Southern California, summer 1929; Professor of Law, Duke University, 1930-31; Professor of Law and Director of Department of Legislative Research and Drafting, since 1931.

GORDON E. DEAN, A.B., J.D., LL.M.

INSTRUCTOR IN LAW AND ASSISTANT TO THE DEAN.

A.B. 1927, University of Redlands; J. D. 1930, University of Southern California; LL.M. 1932, Duke University; Assistant to the Dean of the School of Law, Duke University, 1930-32; Instructor in Law and Assistant to the Dean of the School of Law, Duke University, since 1932.

MARSHALL TURNER SPEARS, A.B., A.M.

LECTURER IN LAW.

A.B. 1913, University of North Carolina; A.M. 1914, University of North Carolina; studied law, University of North Carolina, 1913-15; general practice, since 1915; Assistant Professor of Law, Duke University, 1927-1930; Lecturer in Law, since 1930.

WILLIAM R. ROALFE, LL.B.

LAW LIBRARIAN.

LL.B. 1922, University of Southern California; general practice, 1923-25; Law Librarian, University of Southern California, 1927-30; Law Librarian, Duke University, since 1930.

MARY S. COVINGTON, A.B., LL.B.

RESEARCH LIBRARIAN.

A.B. 1905, Shorter College; LL.B. 1922, George Washington University; general practice, 1924-30; Research Librarian, Duke University, since 1930.

FACULTY COMMITTEES

Committee on Coöperation with Medical School: John S. Bradway, Chairman, T. D. Bryson, H. C. Horack.

Committee on Curriculum: Douglas B. Maggs, Chairman, David F. Cavers, Lon L. Fuller, H. C. Horack, Justin Miller.

Committee on Graduate Study: Lon L. Fuller, Chairman, H. C. Horack, Leslie Craven.

Committee on Rules: David F. Cavers, Chairman, Bryan Bolich, Paul W. Bruton.

ADVISORY COMMITTEE

A committee of representative men is being set up for the purpose of providing regional depositories of information regarding the Law School and for the purpose of advising prospective students. Those members of the committee now selected are:

William R. Perkins, Attorney at Law, New York City.

Daniel C. Roper, Attorney at Law, Washington, D. C.

William H. Sawyer, Chief Justice, Superior Court of New Hampshire, Concord, New Hampshire.

Willis Smith, Attorney at Law, Raleigh, North Carolina.

ORGANIZATION, EQUIPMENT, AND SPECIAL ACTIVITIES

HISTORY AND ORGANIZATION

The School of Law of Trinity College was founded in the summer of 1904 upon an endowment established by James B. Duke and Benjamin N. Duke. Samuel Fox Mordecai, distinguished lawyer and teacher, organized the School and was its dean until his death in 1927. Its establishment set a new standard in Southern legal education in that it was the first school to require college work as preliminary to law study; it required the completion of two years of college work as a prerequisite to entrance, the case method was used as the basis of instruction, and the completion of three years resident study was required for a law degree.

In 1924 the School of Law became the law school of Duke University pursuant to the establishment of the Duke Endowment. In 1930 the School was moved into its new building, the faculty and library were greatly increased, and the activities of the School broadened. In 1931 the entrance requirement was raised from two to three years of college work. The School of Law is a member of the Association of American Law Schools and is on the approved list of the American Bar Association.

The ideas of the founder with reference to the University and its training of lawyers is thus expressed in the indenture and deed of trust establishing the Duke Endowment:

I have selected Duke University as one of the principal objects of this trust, because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees and faculty men of such outstanding character, ability and vision as will assure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, lawyers and physicians, because

these are most in the public eye, and by precept and example can do most to uplift mankind. . . .

PURPOSES AND METHOD OF INSTRUCTION

The School of Law offers such courses in its curriculum as will provide an adequate preparation for the practice of law in any state. Through facilities for specialized study and research, training is afforded for those looking to the teaching of law as a profession. In addition, several courses are offered for the benefit of students intending to practice in North Carolina.

It is conceived that the trust imposed by the Duke indenture cannot be discharged by the mere indoctrination of the student in the rules and principles of law which have received acceptance in a single state or in common law jurisdictions generally. The case method of legal education, as employed in the School of Law, by compelling analysis of judicial opinions and inquiry into the various legal and non-legal considerations underlying them, acquaints the student not only with legal doctrine, but also with the judicial process and the rôle of the courts as creative agencies in social development.

The curriculum has been arranged with a view to insuring not only a balanced selection of courses in the first two years of study, but also an opportunity for some degree of specialization in the third year so that by intensive work in a single field the student may acquire a degree of mastery in its problems. The increasing interrelation of the economic and political problems in the life of the nation and the consequent responsibility of the lawyer in effecting the necessary adjustments are recognized in an ample offering of courses in Public Law, in which special consideration is given to the work of the legislative and administrative agencies of government.

To provide scope for creative work by the student, seminar courses and the courses in Current Decisions are offered. To achieve balance between intellectual discipline and that practical training which the young lawyer is otherwise left to obtain at the expense of his clients, courses are offered in Research and Briefing and Practice Court, and the third-year class participates in the work of the Legal Aid Clinic, described below.

Through the organization of the student body in a Bar Association, a medium is afforded for extra-curricular activity

designed to awaken in the student a sense of responsibility as a member of his profession and to familiarize him with a type of organization through which some contribution to the well-being of his profession and society may be made.

The courses of study offered in the School of Law are described at page 21 of this Bulletin.

THE LAW SCHOOL BUILDING

The law building, like all other structures on the main campus of Duke University, is in Tudor Gothic style of colorful Cambrian stone from the Duke University quarries. Especially designed to house the School of Law, it was occupied for the first time in September, 1930. In it are class rooms, seminar rooms, offices for faculty and staff, quarters for a Legal Aid Clinic, a Department of Legislative Research and Drafting, a court room equipped for trial court and appellate court sessions, and the law library.

THE LAW LIBRARY

The Law Library contains a collection of more than forty thousand volumes and is the largest law school library in the South. It consists of American and English statutory and case law; a collection of Continental Law materials; treatises, digests, encyclopedias; the various selected case series; a comprehensive collection of legal periodicals; publications in the fields of history, economics, government, and the other social sciences, supplemental to the strictly legal materials; and a special collection of legal biographical material. The library now subscribes to every current legal periodical of general interest printed in the English language.

There are several thousand additional volumes of a legal nature in the main library building, immediately adjoining the Law School, as well as the general collection of approximately two hundred and fifty thousand volumes, which includes government documents and works on the social sciences, to all of which the law students and faculty have convenient access.

LEGISLATIVE RESEARCH AND DRAFTING

The Department of Legislative Research and Drafting has been organized to serve as a legislative reference and drafting

bureau, wherein students of legislation may obtain actual experience and training in the drafting of statutes and the research work incident thereto. The Department's activities include not only the preparation of bills and the investigation of facts on which particular legislation is predicated, but also the making of studies on subjects connected with legislative policy. Its services are availed of by legislators and others interested in legislative projects before the national and the various state and local governments. The Department sponsors no measures, but seeks to aid in the improvement of the form and substance of statute law.

THE LEGAL AID CLINIC

A Legal Aid Clinic was organized at the School of Law in 1931 under the direction of Professor John S. Bradway, who had directed similar undertakings in Philadelphia and Los Angeles. The purpose of the Clinic is twofold: to provide legal assistance for indigent persons, and to acquaint the student, by direct contact under faculty supervision, with certain of the problems of "law in action" which may escape emphasis in the study of "law in books." The student is obliged to synthesize his theoretical knowledge in applying it to concrete situations which may often cut across course boundaries. He is trained in the technique of fact-gathering, the strategy of a law suit, the handling of clients, and the management of a law office. A handbook and case materials relating to such problems have been prepared for study in conjunction with work in actual cases. The practice in the Clinic is of a sort calculated to stress the ethical responsibilities of the lawyer and the social implications of his work. The latter aspect of this work is developed further by contacts established between the Clinic and various agencies of social welfare in the State.

The first eight months of the Legal Aid Clinic's existence have demonstrated the importance of its contribution to the community. During that time approximately 200 cases have been received by the Clinic; the volume of business has been steadily increasing. Only those clients who are unable to pay counsel fees are accepted by the Clinic.

The activities of the Clinic are centered in a suite of offices in the Law School Building. In addition to the Director, a

staff of four members of the North Carolina State Bar assist in the educational activities of the Clinic and represent its clients in court proceedings. Work in the Legal Clinic is required of members of the third year class.

THE PRACTICE COURSE

The practice course in the School of Law is under the direction of Judge T. D. Bryson, for eight years Judge of the Superior Court from the Twentieth Judicial District of North Carolina. The object of the course is to offer third-year students an opportunity to visualize by actual experience the application of the principles of law imparted in other courses.

The course features trial court practice in both civil and criminal actions, appellate practice, the drawing of contracts and wills, making abstracts of title, and drafting of other legal papers incident to the work of the active legal practitioner. In order that the work may correspond to the work of a trial court, a courtroom with the usual appointments, including judge's bench, jury box, stenographer and clerk's desk, bar, etc., has been provided.

The class is divided, in the courtroom work, into groups of from two to four students. A statement of facts is assigned to each group, certain of the group representing the plaintiff and the remainder the defendant. Each student is required to cause a summons to be issued and served, to file his complaint, demurrer or answer as the case might be, prepare the proper issues, select a jury, introduce evidence, conduct argument and prepare judgment. During the trial of actions all members of the class are expected to join in the discussion of the questions raised. If the case is appealed, a statement of case on appeal with counter case or exceptions by the appellee must be prepared. Briefs are then required to be filed in the appellate court, with oral argument of the legal questions, the subject of the exceptions.

LEGAL PERIODICAL

Plans are in preparation for the publication by the School of Law of a periodical devoted to the discussion of legal problems. This will also afford a medium for the publication of work done in the Current Decisions courses. Professor David F. Cavers will supervise the development of this periodical.

ADMISSION OF STUDENTS

DIRECTIONS TO APPLICANTS FOR ADMISSION

Applications should be made on the prescribed Law School application blanks which will be sent upon request. Each application for regular or advanced standing must be accompanied by a complete transcript of record and evidence of graduation or honorable withdrawal from the institution from which credit is offered. To the application blank should be attached a recently-made personal photograph.

Whenever possible, the Law School will arrange for a personal interview between the applicant and a representative of the University. In all cases where a personal interview is not practicable, letters from responsible persons, certifying to the character and ability of the applicant, are required. It is desired that students may be selected who give promise of leadership in some of the various phases of professional activity. It is recognized that such selection is difficult. However, graduation from Duke University School of Law is intended to constitute evidence of capacity for superior work in some branch of the profession of law. Applicants for admission and their sponsors are requested to keep this fact in mind.

REQUIREMENTS FOR ADMISSION

No student will be admitted to the study of law who has not completed, with class standing satisfactory to the faculty, work equivalent to three-fourths of that acceptable for a Bachelor's degree in the undergraduate department of Duke University or of some other college or university of approved standing. Such work must have been completed with an average grade of "C" (on a scale in which "D" is a passing grade) or its equivalent.

COMBINED COURSE

Arrangements have been made with some colleges for students, who have completed therein three years of arts college work, to enter the Law School of Duke University and upon the satisfactory completion of the first year of law school work to receive their bachelor of arts degrees from such colleges. It

is suggested that students, desiring to enter Duke University School of Law, make inquiry of the proper college authorities regarding this point.

The undergraduate departments of Duke University permit eighteen semester-hours of law work to be counted toward an academic degree. The first-year curriculum in the law school comprises thirty hours of work. Students wishing to count eighteen hours of law work toward an undergraduate degree are advised to register for the full thirty hours of law work during their fourth year and to acquire before entering the law school, or by attendance at summer school thereafter, such additional hours of academic credit as they may need to complete the requirements for their academic degrees. By so doing, a student may complete in six years a combined course wherein he will have received his academic degree and also the degree of Bachelor of Laws.

ADMISSION TO ADVANCED STANDING

Any person who had complied with the aforementioned requirements for admission prior to the commencement of his law study who shall present evidence of the satisfactory completion of any part of the curriculum of the law school at any approved law school maintaining courses of instruction of at least thirty-two weeks for the academic year, and who is eligible for readmission to the law school from which he proposes to transfer, may be admitted to advanced standing, and given provisional credit for courses so completed, final credit for such work to be conditioned on the satisfactory completion of courses carried at the Duke University School of Law.

CANDIDATES FOR GRADUATE DEGREES

Graduate students must have completed at least three years of college work before having begun the study of law. They must have received the first degree in law from a law school qualified for membership in the Association of American Law Schools. Work done for such degrees must have been of high quality. In exceptional cases an applicant who does not meet all of these requirements may show that he is qualified, as by reason of practice or teaching.

Applications for admission to graduate study should be addressed to the Dean of the Law School and should include transcripts of records of legal and pre-legal work.

REQUIREMENTS FOR DEGREES

BACHELOR OF LAWS

The successful completion of three years' study of law together with a favorable recommendation of the faculty is required for the degree of Bachelor of Laws. Except under extraordinary circumstances, the last full year of work immediately preceding the granting of this degree must be completed in this school.

MASTER OF LAWS

The degree of Master of Laws will be granted after one year of residence as a graduate student, upon the satisfactory completion of a course of study, to be approved by the faculty, which may include undergraduate law courses and courses in other departments of the University as well as graduate law courses and research work. Graduate research work in particular subjects may be undertaken with permission of the faculty and under the supervision of appropriate instructors, upon the completion of which from one to six semester-units credit may be awarded.

DOCTOR OF JURIDICAL SCIENCE

The Degree of Doctor of Juridical Science is given to those to whom the Master's degree has been awarded who demonstrate their fitness in legal research and writing by the preparation of a thesis considered by the faculty as suitable for publication. Such thesis shall be prepared during a period of not less than a year following the awarding of the Master's degree.

STUDENT PROGRAMS

To receive the Bachelor of Laws degree, the student must have completed seventy-eight units in the courses offered by the Law School, with an average grade of C, or better. No student will be allowed to carry more than fifteen hours each semester without special permission of the faculty. All of the first-year courses are required for graduation, and no second or third-year courses may be elected until the student has successfully completed or made provision for the completion of such first-year courses. The course in Research and Briefing is required of those second-year students who have not been selected to take the course in Current Decisions I. The courses in Legal Ethics and in Legal Aid Clinic are required of all third-year students.

THE FIRST YEAR PROGRAM

<i>Subject</i>	<i>Hours per semester</i>	
Contracts and Quasi-Contracts	4	4
Torts	4	2
Property I	2	2
Criminal Law and its Administration	3	3
Introduction to Procedure	2	2
Agency		2
Legal Bibliography	(no credit)	
	15	15

SECOND AND THIRD YEAR PROGRAMS

With the exceptions noted above, all courses offered for the second and third years are elective. For the guidance of second-year students in 1932-33, the faculty recommends the inclusion of the following courses in their programs of study:

<i>Subject</i>	<i>Hours per semester</i>	
Bills and Notes	3	
Constitutional Law	2	3
Criminal Law		2
Equity	2	2
Conveyancing	3	
Securities	2	2

Of the remaining courses open to second-year students, those listed below are suggested as most suitable for study in that year, but it should be distinctly understood that the courses in this list are not suggested as either more or less suitable for study in the third year than those not included herein. In the selection of courses in addition to, or in substitution for, those recommended above, the student should consult the course groupings, so that he may choose those courses which will contribute most directly to his work in the field of study to which he wishes to devote his major efforts in the third year. The student intending to enter the general practice of law is cautioned, however, not to sacrifice, through undue concentration, the acquisition of a broad foundation for his subsequent activities.

<i>Subject</i>	<i>Hours per semester</i>
Agency	2
Contracts II	2
Criminal Procedure	2
Family Law	2
Future Interests	3
Landlord and Tenant	2
Municipal Corporations	2
Partnerships	2
Pleading	1
Public Utilities	2
Sales	3
Trusts	2

COURSES OFFERED

1. CROSS SECTION AND GENERAL COURSES

Torts. Liability in damages for physical injuries to person and property inflicted intentionally, negligently, or innocently; justification and excuse; contributory negligence; proximate cause. Liability for false representations, defamation, inducing breach of contract, interference with business relations, unfair competition, strikes, etc. Bohlen, *Cases on Torts* (3d ed.). Four hours a week, first semester; two hours a week, second semester. MR. MAGGS

Equity. Powers of Courts of Equity and principles governing their exercise, with special emphasis on injunctions. General scope of the remedy of specific performance; part performance and the Statute of Frauds; equitable conversion by contract; defences to specific performance. Cook, *Cases on Equity* (one volume edition). Two hours a week throughout the year. MR. HORACK

Trusts. Trust distinguished from other relationships; methods of creating and capacity and intention to create a trust; the trust property and the parties to the trust; charitable trust; resulting and constructive trusts; relation between the trustee and the beneficiary; the administration of the trust; liability of the trustee to third persons; transfer of the beneficiary's interest; termination of a trust. Scott, *Cases on Trusts* (2d ed.). Two hours a week throughout the year. MR. HORACK

Conflict of Laws. A study of problems arising when the operative facts of a case are connected with jurisdictions having different rules of law. Attention will be given to jurisdiction of courts, enforcement of foreign judgments, torts, contracts, mortgages and conditional sales, insurance, business associations, family law and administration of estates. Lorenzen, *Cases on Conflict of Laws* (3d ed.). Two hours a week throughout the year. MR. BRUTON

Family Law. Cases are studied dealing with problems of the contract to marry, the breach of the contract, marriage, its requisites, and the elements which may render it invalid, separation, divorce, and international jurisdiction over the marriage relationship. McCurdy, *Cases on Domestic Relations*, supplemented by mimeographed material. Two hours a week, first semester. MR. BRADWAY

Family Law Seminar. Specific legal problems in the field of family law are considered. In addition, the whole problem of family relations is studied from various standpoints. Students read and report on some of the modern material regarding marriage. Special studies are made of family cases handled by specialized courts to show the contrast with the ordinary court procedure in such matters. The student is encouraged to

develop an understanding of the problem of marriage sufficient to enable him to make contributions of a constructive nature during the course of his career as a member of the bar. Prerequisite: Family Law. Two hours a week, second semester. MR. BRADWAY

North Carolina Statutes. A study of selected statutes of North Carolina with discussion of their application, and an analysis of the decisions of the Supreme Court of North Carolina construing them. Two hours a week, first semester. MR. BRYSON

Legal Bibliography. A historical study of the development of law books with particular emphasis upon the more important sets and classes of volumes, together with actual practice in the use of the books themselves for the purpose of developing facility in legal research. No credit. MR. ROALFE

Research and Briefing. Individual study of selected problems, involving the use of digests, encyclopedias, selected case reporter series, index to legal periodicals, etc.; the marshalling of authorities and preparation of trial and appellate court briefs. Required of all second-year students except those selected for Current Decisions I. Selected materials. One hour throughout the year, in two sections. MR. W. FULLER

Current Decisions I.—Each student follows the current decisions of particular courts. Cases selected as noteworthy are discussed in group meetings. After intensive research and consultation with faculty members, notes and comments on selected decisions are prepared. Open only to, and required (in lieu of Research and Briefing) of, superior second-year students selected by the faculty. One hour throughout the year. MR. DEAN AND STAFF

Current Decisions II. This course is open only to superior third year students selected by the faculty. The student reads advance sheets, participates in group discussions, prepares notes and comments as in Current Decisions I. In addition certain of the students act as editors of the notes and comments produced in the two courses. One hour throughout the year. MR. DEAN AND STAFF

2. BUSINESS COURSES

Contracts and Quasi-Contracts. The course includes the usual subject-matter of a course in contracts: mutual assent, consideration, sealed contracts, assignment, contracts for the benefit of third persons, joint obligations, the Statute of Frauds, conditions, impossibility, illegal contracts, discharge of contracts. In addition, the equivalent of two hours through a single semester is devoted to the legal and equitable remedies for fraud and mistake, and the law of quasi-contract. Williston, *Cases on Contracts* (3d ed.), and Cook, *Cases on Equity* (one volume ed., Part III). Four hours a week throughout the year.

MR. L. L. FULLER

Contracts II. Conditions in contracts, impossibility of performance, reformation and rescission for fraud and mistake, quasi-contractual remedies in cases of fraud and mistake, the effect of duress. Prerequisite: Contracts I. Williston, *Cases on Contracts* (3d ed.), and Cook, *Cases on Equity* (one volume ed., Part III). Two hours a week, first semester.

MR. L. L. FULLER

(Not to be offered after 1932-1933.)

Agency. Nature of agency: contractual relation between principal and third party, and agent and third party; tort liability of principal and agent; delegation of authority; ratification; termination of authority. Mecham, *Cases on Agency* (2d ed.). Two hours a week, second semester.

MR. HORACK

Partnerships. Selected topics in the law of partnership, including the limited partnership, joint stock company and business trust. Casebook to be announced. Two hours a week, second semester.

MR. W. FULLER

Corporations. A study of the legal and economic problems involved in the formation of a private corporation; its internal organization; the assembling of its funds; the control and management of the going concern; the distribution of its profits or losses; the termination of the enterprise and its reorganization. (This course may not be elected, for credit, by students who have had Business Associations I.) Richards, *Cases on Corporations*. Two hours a week throughout the year.

MR. W. FULLER

Advanced Business Associations. A detailed consideration of selected activities of business associations with special reference to the functioning of private corporations under modern conditions. Casebook to be announced. Three hours a week, second semester.

(Not to be offered 1932-1933.)

MR. W. FULLER

Bills and Notes. Negotiable and non-negotiable notes, bills of exchange, and checks; the legal effects of negotiability; the liabilities of primary and secondary parties; payment and discharge. Britton, *Cases on Bills and Notes* (2d ed.). Three hours a week, first semester.

MR. W. FULLER

Sales. Subject-matter of sale; executory and executed sales; the effect of fraud and the retention of possession by the seller; factors and factors acts; special rights and remedies of the buyer. Williston, *Cases on Sales*. Three hours a week, first semester.

MR. McDERMOTT

Securities. A comparative study of the principal security devices, including suretyship and guaranty, conditional sales, mortgages, letters of credit and trust receipts. Sturges, *Cases on Credit Transactions*. Two hours a week throughout the year.

MR. BRUTON

Creditor's Rights. A comparative study of the various means of protecting the unsecured creditor. Assignments for the benefit of creditors, creditors' agreements, receiverships and bankruptcy will constitute the principal parts of the course. Some attention will also be given to fraudulent conveyances and enforcement of judgments. Casebook to be announced. Three hours a week, second semester. MR. BRUTON

Seminar in Securities and Creditors' Rights. The course will be devoted to intensive study of particular problems in the fields of Securities and Creditors' Rights. Admission only with the consent of the instructor. One hour a week, first semester. MR. BRUTON

Public Utilities. See Public Law Courses, page 26, for description. Two hours a week throughout the year. MR. CRAVEN

Seminar in Public Law—Regulation of Business and Business Practices. See Public Law Courses, page 27, for description. One hour a week, second semester. MR. MAGGS

3. PROPERTY COURSES

Property I. Employment of the concepts of possession, title, tenure, and estate in the law of personal and real property; adverse possession and user; requirements as to delivery of, and description in, deeds of land; effect of recording acts; contractual protection against defects in title; devices for the enlargement or restriction of the rights of land-owners. Casebook to be announced, and selected materials. Two hours a week throughout the year. MR. CAVERS

Conveyancing. Methods of conveying interests in land; formal requirements of conveyances; description of land conveyed; easements; licenses; covenants for title; estoppel by deed; recording and priorities. Aigler, *Cases on Titles* (2d ed.); Bigelow, *Cases on Rights in Land*. Three hours a week, first semester. MR. BOLICH

(Not to be offered after 1932-1933.)

Property II. Historical development of the law of real property; a detailed study of the modern law of possessory estates in land, including estates in fee simple, in fee tail, and the statutory variations thereof; life estates; dower and curtesy; concurrent ownership; an introductory consideration of certain characteristics of future estates. Casebook to be announced. Two hours a week, first semester. MR. BOLICH

(To be offered beginning 1933-1934.)

Landlord and Tenant. Form and general characteristics of leases; creation of leases; possession of lessee; interference with possessory rights of tenant; transfers by lessor and lessee; covenants to pay rent, taxes, assessments and to repair; conformity of the premises; construction and reconstruction; insurance; termination of leases. Jacobs, *Cases and Materials on Landlord and Tenant*. Two hours a week, second semester. MR. BOLICH

Future Interests. Future interests in real and personal property; reversions; vested and contingent remainders; executory interests; rights of entry; possibilities of reverter; gifts to classes; powers; perpetuities; interpretation of wills and deeds as affecting the validity and characteristics of the interests created thereby. Prerequisite (after 1932-1933): Property II. Powell, *Cases on Future Interests*. Three hours a week, second semester. MR. BOLICH

Administration of Estates. Introduction to, and selected problems in, the law relating to the execution, revocation, and probate of wills; appointment of personal representatives; their powers and duties in collection of assets, payment of debts, and distribution of decedents' estates; powers and duties of personal representatives and trustees in management of estates, including control of investments, allocation of receipts to principal or income; accounting and compensation. (In 1932-1933, this course will be conducted as a seminar open only to third year students, research work being required.) Two hours a week throughout the year. MR. CAVERS

Trusts. See Cross Section and General Courses, page 21, for description. Two hours a week throughout the year. MR. HORACK

4. PUBLIC LAW COURSES

Criminal Law and its Administration. Sources of criminal law; the nature of crime; criminal act and intent; parties to crime; specific offenses; police administration; the work of the prosecutor; the defense attorney; criminal court organization and administration; the grand and trial juries; the trial; probation; prison administration; pardon; parole and other phases of criminal law administration. Mikell, *Cases on Criminal Law* (2d ed.) and selected materials. Three hours a week throughout the year. MR. MILLER

Criminal Law. The nature and classification of crimes; the mental element in crimes; persons capable of committing crime and exemption from responsibility; sufficiency of the act; specific offenses. Beale, *Cases on Criminal Law* (3d ed.). Two hours a week, second semester.

(Not to be offered after 1932-1933.) MR. McDERMOTT

Criminal Procedure. See Procedure and Practice Courses, page 27, for description. Two hours a week, second semester. MR. BRYSON

Federal Jurisdiction and Procedure. See Procedure and Practice Courses, page 28, for description. Two hours a week, second semester.

(Not to be offered, 1932-1933.) MR. CRAVEN

Constitutional Law. Judicial protection of persons and property against "arbitrary" legislation: the history of the notion of a "higher law," the concepts applied and the constitutional clauses relied upon in invalidating "arbitrary" legislation; the development and qualification of particular

doctrines and rules protecting individuals and corporations from "arbitrary" legislative interference with their persons, property, and business activities. The division of fields of control between the several States and between the Nation and the State. McGovney, *Cases on Constitutional Law*. Two hours a week, first semester; three hours a week, second semester.

MR. MAGGS

Administrative Law. The powers of such administrative tribunals as the public utility commissions, the Federal Trade Commission, and the workmen's compensation commissions, etc.; the procedure before such tribunals; the extent and manner of judicial review of their orders. Prerequisite: Constitutional Law. Frankfurter and Davison, *Cases on Administrative Law*, and selected materials. Two hours a week throughout the year.

MR. CRAVEN

Legislation. The interpretation of statutes; the subject-matter and purpose of the statute; the context; associated words; parts of the statute in relation to the whole; extrinsic aids; statutes in relation to other statutes; statutes in relation to the common law; the applying of statutes; the operation and effect of statutes. Prerequisite: Constitutional Law. DeSloovere, *Cases on Interpretation of Statutes*. Two hours a week, first semester.

MR. McDERMOTT

Legislation Seminar. Special study and research with respect to specific legislative problems and projects, involving a complete survey of the nature and mechanics of the legislative process. Prerequisite: Legislation. Selected materials. Two hours a week, second semester.

MR. McDERMOTT

Municipal Corporations. The nature of municipal corporations; their external constitution; their internal constitution; their powers; their liabilities; remedies for and against municipal corporations. Beale, *Cases on Municipal Corporations*. Two hours a week, first semester.

MR. McDERMOTT

Municipal Corporations Seminar. Special study and research with respect to certain legal problems arising in connection with local governmental units, including the organization of cities, districts and counties, their legal functions, their bond issues and liabilities thereon, and modes of enforcing remedies. Prerequisite: Municipal Corporations. Selected materials. Two hours a week, second semester.

MR. McDERMOTT

Public Utilities. A consideration of the whole law of public service as applied to public utilities generally. Especial attention is given to the problems of valuation and rates, and to the regulation of public utilities by administrative commissions. Smith and Dowling, *Cases on Public Utilities*, and selected materials. Two hours a week throughout the year.

MR. CRAVEN

Seminar in Public Law—Regulation of Business and Business Practices. A survey of the policies and legal rules relating to combination of and co-operation between business enterprises and to unfair methods of competition, followed by intensive consideration of particular problems in the field. Selected materials. One hour a week, second semester.

MR. MAGGS

Taxation. This course deals with various kinds of taxes including federal income and inheritance taxes, the power to tax, and the remedies for illegal taxation. Magill and Maguire, *Cases on Taxation*, and selected materials. Two hours a week throughout the year.

MR. CRAVEN

5. JURISPRUDENCE COURSES

Jurisprudence and Legal Method. The course has two purposes: (1) to examine critically the methods currently employed by judges and legal scholars in the solution of legal problems, (2) to suggest improvements in those methods. A study will be made of the general suppositions underlying the traditional legal method, including theories of the nature of law and of its ends. In addition, a detailed study will be undertaken of certain intellectual devices which have become accepted adjuncts of the traditional technique: presumptions, fictions, the separation of questions into those of "law" and those of "fact," legal concepts such as "title," "right," and "duty," and supposed factual concepts such as "intent." Especial emphasis will be placed on modern studies in the methodology of science. Intended primarily for graduate students. Admission only with the consent of the instructor. Two hours a week, second semester.

MR. L. L. FULLER

Legal History. A study of the development of fundamental English and American legal institutions, followed by a historical consideration in detail of certain doctrines of the common law. Goebel, *Cases and Materials on the Development of Legal Institutions*, and selected materials. Three hours a week, first semester.

MR. BOLICH

Seminar in Legal History. Consideration of selected problems in American legal history. The course in Legal History is a prerequisite, in the absence of special permission obtained from the instructor. One hour a week, second semester.

MR. BOLICH

Roman Law. Historical survey of the development of the main institutions of Roman private law, followed by a more detailed study of the Roman law of obligations, and its pertinence to Anglo-American law. Selected texts and materials in translation. Three hours a week, second semester.

MR. BOLICH

(Not to be offered 1932-1933.)

6. PROCEDURE AND PRACTICE COURSES

Introduction to Procedure. A study of modern methods of bringing various forms of disputes before the courts for adjustment. The common law forms of action, the development of equity, the extent of equity juris-

diction and modern reforms of pleading are considered so far as pertinent to such study. Clark, *Cases on Pleading and Procedure*, Vol. I. Two hours a week throughout the year. MR. DEAN

Criminal Procedure. A survey of the principles of criminal procedure as applied in the American courts. The leading proposals in the current reform movement are considered. Mikell, *Cases on Criminal Procedure*. Two hours a week, second semester. MR. BRYSON

Federal Jurisdiction and Procedure. The distribution of judicial power between state and nation, with a detailed study of the jurisdiction and work of the Supreme Court of the United States and the several inferior federal courts, and the practice and procedure in those courts. Prerequisite: Constitutional Law. Frankfurter and Katz, *Cases on Federal Jurisdiction and Procedure*, and selected materials. Two hours a week, second semester. MR. CRAVEN

(Not to be offered in 1932-1933.)

Legal Ethics. A consideration of adjudicated cases, the Canons of Ethics of the American Bar Association, together with decisions by committees of lawyers of different bar associations throughout the United States, and the observation of moralists. Selected materials. One hour a week, second semester. MR. BRYSON

Legal Aid Clinic. Students under supervision of qualified attorneys and in coöperation with the members of the Durham Bar, the court officials, and social agencies in the community, engage, so far as students may, in the actual handling of cases from the first moment of interviewing the client until the case is disposed of by litigation or otherwise. There are class discussions, term papers, and written reports on certain aspects of the work. Students must demonstrate dependability in action and adaptability to office routine. Two hours throughout the year. Two sections. MR. BRADWAY

Pleading. Remedial law as applied in code jurisdiction. The form, theory, and classification of civil actions and special proceedings, together with a complete analysis of the several pleadings available in such actions and special proceedings. Throckmorton, *Cases on Code Pleading*. Two hours a week, first semester; one hour a week, second semester. MR. BRYSON

Evidence. Circumstantial, testimonial, and real evidence; rules as to number and kinds of witnesses; authentication and production of documents; the hearsay rules; rules of exclusion; parol evidence rules; burdens of proof; judicial notice; reformed rules. Hinton, *Cases on Evidence*. Two hours a week throughout the year. MR. SPEARS

Practice. The practical work of lawyers; drafting instruments; preparation of pleadings and trial briefs; the various trial methods and steps taken in the trial of the case; removal of cases from State to Federal courts; noting and perfecting appeals; the appeal briefs; procedure in the Supreme Court. Selected materials. Two hours a week throughout the year. MR. BRYSON

GENERAL INFORMATION

MATRICULATION, REGISTRATION, AND ENROLLMENT

On the day of registration, September 20, 1932, the applicant must obtain from the Dean of the Law School an admission card, indicating that he is entitled to register. Registration is conducted in the law building. All students, both old and new, are required to register at the beginning of each semester, at which time class schedule and course cards must be filled out and approved.

SCHOLARSHIPS

A limited number of scholarships covering tuition and matriculation fees (approximately \$250.00) are available for graduates of approved American universities and colleges who are in need of such assistance. Applicants must have made excellent records in their college work and must show **unusual** promise of success in the study of law.

These scholarships are awarded on a competitive basis. Applications therefor should be presented before the first of May to the Dean of the Law School, together with a transcript of college work and letters of recommendation from responsible school or other public officials, certifying to the character and fitness of the applicant.

Scholarships are, in addition, granted each year to the three students with the best scholastic records in the first and second year classes. Under this plan scholarships were awarded for 1931-32 to the following members of the first year class in 1930-31: W. B. McGuire, Jr., Bruce Mansfield, and W. C. Lassiter, and to the following members of the second year class in that year: Samuel F. Nicks, Jeter S. Ray, and Mitchell E. Ward.

AWARDS

Willis Smith Prize. Willis Smith, a member of the Raleigh Bar and Chairman of the Law School Committee of the Board of Trustees of Duke University, awards each year to that mem-

ber of the graduating class of the Law School who has maintained the highest scholastic average during the entire three years of law school work, a prize consisting of a set of books selected personally by Mr. Smith each year for that purpose.

CONDUCT OF STUDENTS

The University expects of its students loyal and hearty cooperation in developing and maintaining high standards of conduct as well as of scholarship. The University therefore reserves the right, and matriculation by the student is a concession of this right, to ask the withdrawal of any student whose conduct at any time is not satisfactory to the University, even though no specific charge be made against the student.

STUDENT ORGANIZATIONS

The Duke Bar Association was established in the spring of 1931. It is composed of all the students of the Law School and is organized along the lines of the American Bar Association. Its purpose is to introduce the student to the problems considered by the bar in professional organizations and to develop in the student feelings of professional consciousness and professional responsibility. Its activities are carried on by the students with the cooperation of Mr. H. C. Horack of the Law Faculty.

Chapters of several of the principal legal fraternities have been established in the Law School.

RECREATIONAL FACILITIES

Students of the Law School are entitled to the use of the University gymnasium, tennis courts, swimming pool and similar privileges without cost. The University is located several miles from the business district of Durham on wooded hills constituting part of the five thousand acre Duke Forest which is maintained by the University Department of Forestry. Within a short distance from the campus are facilities for golf, horseback riding, and woodland hiking. These activities are available the year round in the mild climate of the Piedmont section of North Carolina. In addition to concert programs,

recitals, and lectures, motion pictures are shown in the campus auditorium twice a week.

Further information will be sent upon request to:

THE DEAN OF THE LAW SCHOOL
DUKE UNIVERSITY
Durham, North Carolina

THE SCHOOL OF MEDICINE

1931-1932

ANNOUNCEMENTS FOR 1932-1933

SCHOOL OF MEDICINE CALENDAR, 1932-1935

1932

- January 4 (Monday)—Winter quarter begins.
- February 22 (Monday)—Washington's birthday (holiday).
- March 19 (Saturday)—Winter quarter ends and spring vacation begins.
- March 28 (Monday)—Spring quarter begins.
- June 8 (Wednesday)—Commencement.
- June 11 (Saturday)—Spring quarter ends and summer vacation begins.
- June 20 (Monday)—Summer quarter begins.
- July 4 (Monday)—Independence Day (holiday).
- September 3 (Saturday)—Summer quarter ends and autumn vacation begins.
- October 3 (Monday)—Registration of entering students.
- October 4 (Tuesday)—Autumn quarter begins.
- November 24 (Thursday)—Thanksgiving Day (holiday).
- December 23 (Friday)—Autumn quarter ends and Christmas vacation begins.

1933

- January 2 (Monday)—Winter quarter begins.
- February 22 (Wednesday)—Washington's birthday (holiday).
- March 18 (Saturday)—Winter quarter ends and spring vacation begins.
- March 27 (Monday)—Spring quarter begins.
- June 7 (Wednesday)—Commencement.
- June 10 (Saturday)—Spring quarter ends and summer vacation begins.
- June 19 (Monday)—Summer quarter begins.
- July 4 (Tuesday)—Independence Day (holiday).
- September 2 (Saturday)—Summer quarter ends and autumn vacation begins.
- October 2 (Monday)—Registration of entering students.
- October 3 (Tuesday)—Autumn quarter begins.
- November 30 (Thursday)—Thanksgiving Day (holiday).
- December 23 (Saturday)—Autumn quarter ends and Christmas vacation begins.

1934

- January 2 (Tuesday)—Winter quarter begins.
February 22 (Thursday)—Washington's birthday (holiday).
March 17 (Saturday)—Winter quarter ends and spring vacation begins.
March 26 (Monday)—Spring quarter begins.
June 6 (Wednesday)—Commencement.
June 9 (Saturday)—Spring quarter ends and summer vacation begins.
June 18 (Monday)—Summer quarter begins.
July 4 (Wednesday)—Independence Day (holiday).
September 1 (Saturday)—Summer quarter ends and autumn vacation begins.
October 1 (Monday)—Registration of entering students.
October 2 (Tuesday)—Autumn quarter begins.
November 29 (Thursday)—Thanksgiving Day (holiday).
December 22 (Saturday)—Autumn quarter ends and Christmas vacation begins.

1935

- January 2 (Wednesday)—Winter quarter begins.
February 22 (Friday)—Washington's birthday (holiday).
March 16 (Saturday)—Winter quarter ends and spring vacation begins.
March 25 (Monday)—Spring quarter begins.
June 5 (Wednesday)—Commencement.
June 8 (Saturday)—Spring quarter ends and summer vacation begins.
June 17 (Monday)—Summer quarter begins.
July 4 (Thursday)—Independence Day (holiday).
August 31 (Saturday)—Summer quarter ends and autumn vacation begins.
September 30 (Monday)—Registration of entering students.
October 1 (Tuesday)—Autumn quarter begins.
November 28 (Thursday)—Thanksgiving Day (holiday).
December 21 (Saturday)—Autumn quarter ends and Christmas vacation begins.

OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.
President of the University

ROBERT LEE FLOWERS, A.M., LL.D.
Vice-President, Secretary, and Treasurer

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.
Vice-President

FRANK CLYDE BROWN, A.B., A.M., Ph.D.
Comptroller

CHARLES BLACKWELL MARKHAM, A.B., A.M.
Assistant Treasurer

ARTHUR CARL LEE, B.S., C.E.
Chief Engineer

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., M.D.
Dean of the School of Medicine

HELEN I. STOCKSDALE
Recorder of the School of Medicine

FACULTY OF THE SCHOOL OF MEDICINE

EDWIN PASCAL ALYEA, S.B., M.D.

Assistant Professor of Urology

HAROLD LINDSAY AMOSS, S.B., M.S., Dr.P.H., Sc.D., M.D.

Professor of Medicine

FREDERICK BERNHEIM, A.B., Ph.D.

Assistant Professor of Physiology

BAYARD CARTER, A.B., B.A., M.A., M.D.

Professor of Obstetrics and Gynecology

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., M.D.

Dean of the School of Medicine and Professor of Pediatrics

WATT WEEMS EAGLE, A.B., M.D.

Assistant Professor of Oto-laryngology

GEORGE SHARP EADIE, B.A., M.A., M.B., Ph.D.

Professor of Physiology and Pharmacology

WILEY DAVIS FORBUS, A.B., M.D.

Professor of Pathology

EDWIN CROWELL HAMBLE, B.S., M.D.

Assistant Professor of Obstetrics and Gynecology

FREDERIC MOIR HANES, A.B., A.M., M.D.

Associate Professor of Medicine

OSCAR CARL EDWARD HANSEN-PRÜSS, A.B., M.D.

Assistant Professor of Medicine

DERYL HART, A.B., A.M., M.D.

Professor of Surgery

DUNCAN CHARTERIS HETHERINGTON, A.B., Ph.D., M.D.

Associate Professor of Anatomy

CHRISTOPHER JOHNSTON, A.B., M.D.

Assistant Professor of Medicine

FORREST D. McCREA, M.S., Ph.D.
Associate Professor of Physiology

WILLIAM A. PERLZWEIG, B.S., A.M., Ph.D.
Professor of Biochemistry

ROBERT JAMES REEVES, A.B., M.D.
Assistant Professor of Roentgenology

ROBERT ALEXANDER ROSS, B.S., M.D.
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JULIAN RUFFIN, A.B., M.A., M.D.
Assistant Professor of Medicine

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Assistant Professor of Orthopedics

DAVID TILLERSON SMITH, A.B., M.D.
Associate Professor of Medicine

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Professor of Anatomy

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Instructor in Oto-laryngology

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Instructor in Obstetrics and Gynecology

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WALTER WARNER BAKER, B.S., A.B., M.D.
Assistant in Surgery

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Instructor in Biochemistry

ROYALL M. CALDER, A.B., M.D.

Assistant in Medicine

EMIL BOGOMIR CEKADA, S.B., D.Sc., M.D.

Assistant in Medicine

JEFFE HARRISON EPPERSON, B.S.

Instructor in Preventive Medicine and Public Health

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Assistant in Surgery

CLARENCE E. GARDNER, JR., A.B., M.D.

Instructor in Surgery

GLENN E. HARRISON, M.D.

Instructor in Pediatrics

CHARLES LEWIS HAYWOOD, JR., A.B., M.A., M.D.

Instructor in Anatomy

WILLIAM HENRY HOLLINSHEAD, B.A., M.S.

Instructor in Anatomy

ROBERT RANDOLPH JONES, JR., A.B., M.D.

Assistant in Surgery

ANNE LOUISE LAWTON, A.B., M.D.

Instructor in Pediatrics

HYMAN MACKLER, A.B., M.A.

Instructor in Physiology and Pharmacology

MORTON FREEMAN MASON, B.S.

Assistant in Biochemistry

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Assistant in Oto-laryngology

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ANGUS MURDOCH McBRYDE, A.B., M.D.

Instructor in Pediatrics

DUKE UNIVERSITY

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Instructor in Dentistry

ETHEL LOUISE MERRITT, A.B.

Assistant in Biochemistry

MAX OGLESBEE OATES, A.B., M.D.

Instructor in Pathology

TALMADGE LEE PEELE, A.B.

Assistant in Anatomy

ELBERT LAPSLEY PERSONS, A.B., M.D.

Instructor in Medicine

FRANCIS WALTHOUR PORRO, B.S., M.D.

Fellow in Pathology

MARY ALVERTA POSTON

Assistant in Bacteriology

RAYMOND HARRISON RIGDON, B.S., M.D.

Assistant in Pathology

MARY ELIZABETH SHIPP, A.B.

Research Assistant in Anatomy

R. ELOISE SMITH, A.B., M.A., M.D.

Assistant in Medicine

SUSAN GOWER SMITH, A.B., M.A.

Instructor in Biochemistry

LILLIE CUTLAR WALKER, B.S., Ph.D.

Assistant in Bacteriology

THOMAS TIPTON WALKER, B.S., M.S., M.D.

Instructor in Pathology

LOUIS BARNARD ZIV, A.B., M.D.

Assistant in Surgery

WILLIAM ALLAN, A.B., M.D.*Visiting Lecturer in Medicine*

ALBERT ANDERSON, A.B., A.M., M.D.

Visiting Lecturer in Psychiatry

PAUL VERNON ANDERSON, A.B., A.M., M.D.

Visiting Lecturer in Psychiatry

JOHN TILDEN BURRUS, M.D.

Visiting Lecturer in Surgery

ADDISON GORGAS BRENIZER, A.B., M.D.

Visiting Lecturer in Surgery

ANDREW JOHNSON CROWELL, D.Sc., M.D.

Visiting Lecturer in Urology

VONNIE MONROE HICKS, M.D.

Visiting Lecturer in Ophthalmology

JOHN HOMER HAMILTON, A.B., M.D.

Visiting Lecturer in Preventive Medicine and Public Health

WILLIAM DEBERNIERE MACNIDER, M.D.

Visiting Lecturer in Special Pharmacology

PAUL PRESSLEY MCCAIN, A.B., M.D.

Visiting Lecturer in Medicine

OSCAR LEE MILLER, M.D.

Visiting Lecturer in Orthopedics

JAMES M. PARROTT, M.D.

Visiting Lecturer in Preventive Medicine and Public Health

ARTHUR SPERRY PEARSE, B.S., A.M., Ph.D.

Visiting Lecturer in Parasitology

WATSON SMITH RANKIN, M.D.

Visiting Lecturer in Preventive Medicine and Public Health

HUBERT ASHLEY ROYSTER, A.B., M.D.

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Visiting Lecturer in Surgery

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Visiting Lecturer in Surgery

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School of Dietetics

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Physiotherapy

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EDWIN PASCAL ALYEA, B.S., M.D.

Urology

HAROLD LINDSAY AMOSS, S.B., M.S., Dr.P.H., Sc.D., M.D.

Medicine

WILLIAM BANKS ANDERSON, A.B., M.D.

Oto-laryngology

WILLIAM WALDO BOONE, A.B., M.D.

Medicine

BAIRD URQUHART BROOKS, B.S., M.D.

Pediatrics

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Pediatrics

BAYARD CARTER, A.B., B.A., M.A., M.D.

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Pediatrics

WILLIAM BANKS DEWAR, B.S., M.D.

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Oto-laryngology

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Psychiatry

EDWIN CROWELL HAMBLIN, B.S., M.D.

Obstetrics and Gynecology

FREDERIC MOIR HANES, A.B., A.M., M.D.

Medicine and Neurology

OSCAR C. EDWARD HANSEN-PRÜSS, A.B., M.D.

Medicine

DERYL HART, A.B., M.A., M.D.

Surgery

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Pediatrics

ANGUS MURDOCH McBRYDE, A.B., M.D.

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Medicine

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Dermatology

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Medicine

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Surgery

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Pediatrics

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Pathology

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Surgery

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Medicine

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Oto-laryngology

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Surgery

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Surgery

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Surgery

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Surgery

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Surgery

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Surgery

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Medicine

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Medicine

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Medicine

JAMES C. RUEGSEGGER, A.B., M.D.

Medicine

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Private Diagnostic Clinic

JEROME SYVERTON, A.B., B.S., M.D.

Medicine

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Obstetrics and Gynecology

RAYMOND H. RIGDON, B.S., M.D.

Pathology

SARAH VANCE THOMPSON, A.B., M.D.

Pediatrics

* In addition, the following have private patient privileges in the Duke Hospital: *Medicine*: Drs. E. A. Abernethy, W. B. Abernethy, F. N. Bowles, H. M. Brinkley, R. L. Felts, J. C. Holloway, D. R. Perry, A. H. Powell, J. A. Speed, W. R. Stanford, G. T. Watkins, Jr., and W. M. Watkins; *Surgery*: Drs. N. D. Bitting, L. S. Booker, G. L. Carrington, C. L. Haywood, Jr., Blackwell Markham, W. B. McCutcheon, Foy Roberson, and H. McG. Sweaney; *Oto-laryngology*: Drs. B. W. Fassett, W. P. Hardee, T. C. Kerns, and S. D. McPherson; *Urology*: Dr. W. M. Coppridge; *Pediatrics*: Dr. B. W. Roberts.

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R. L. FLOWERS, Secretary and Treasurer
W. C. DAVISON, Dean

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COMMITTEE ON VISITING LECTURERS

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Columbia, South Carolina.....	WILLIAM WESTON
Memphis, Tennessee.....	RAPHAEL E. SEMMES
Nashville, Tennessee.....	R. SIDNEY CUNNINGHAM
Fort Worth, Texas.....	KHLEBER H. BEALL
Salt Lake City, Utah.....	ALFRED J. RIDGES
Charlottesville, Virginia.....	HENRY B. MULHOLLAND
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GENERAL STATEMENT

The Duke University School of Medicine and the Duke Hospital were established in 1925 through the munificent gift of the late James B. Duke. The hospital and public dispensary were opened for patients on July 21, 1930, and have grown much more rapidly than anyone had anticipated; over 10,000 patients have been treated. On October 1, 1930, the first classes of 52 first year students and 18 junior students were admitted to the School of Medicine. Seventy-five per cent of these students have availed themselves of the four quarter plan. On October 1, 1931, all four classes were started, 63 first year, 46 second year, 18 junior and 18 senior students.

The *School of Medicine* has been planned to insure the greatest correlation between the various departments. These facilities are available also for students who are studying for degrees other than the M.D. The *Hospital* with its 456 beds has every modern convenience for the diagnosis, proper care, welfare and comfort of the patients, both private and charity, white and colored, whether they come from Durham or from a distance.

In addition to the clinical facilities of the Duke Hospital and Public Dispensary, the Trustees of the Watts Hospital (220 beds) and of the Lincoln Hospital (108 beds) have very kindly granted teaching privileges to the Duke University School of Medicine.

FACILITIES OF THE HOSPITAL

The Duke Hospital has 456 beds, including 50 bassinets for newly-born infants. *Medicine*, including dermatology, Roentgenology, neurology, and psychiatry, has 111 ward beds; *surgery*, including urology, oto-laryngology, ophthalmology, and orthopedics, 105 ward beds; *obstetrics*, including gynecology, 56, and *pediatrics* 52. There are 82 private rooms and semi-private cubicles, 7 operating rooms, 4 obstetrical delivery rooms and accommodations for a resident staff of 40. Offices and examining rooms for the members of the medical faculty are located in the hospital.

PUBLIC WARD PATIENTS. Duke University cannot give charity treatment to all who apply; therefore patients whose

incomes are less than \$15 per week should apply for examinations or for admission to the public wards (whether full-pay, part-pay or free) through their family physicians, to the Duke Public Dispensary (tel. Durham F-131) on the days and hours listed on the next page. The charge for examinations in the Duke Public Dispensary is \$2 and the ward rate is \$3 per day, exclusive of X-rays, special tests and treatments, if the patient can pay. Welfare departments and churches should assist in the payment for the needy.

PRIVATE PATIENTS. Patients who can pay the private rates of \$5 to \$8 per day, exclusive of professional services, may at any time, through their family physicians in consultation with any member of the hospital staff, reserve private rooms by telephoning to the admitting office (Durham F-131). Appointments for private examinations and treatment may be made in advance by telephoning to members of the hospital staff or to the private diagnostic clinic (Durham F-131).

Every effort is being made to coöperate with the medical profession, and patients are asked to return to the physicians who referred them to the hospital and public dispensary.

PUBLIC DISPENSARY

The public dispensary, with 66 examination and treatment rooms, a physiotherapy division and a brace and instrument shop, is equipped for the diagnosis and treatment of all forms of disease.

SCHEDULE OF THE DUKE PUBLIC DISPENSARY. White patients are admitted at 1 p.m.; colored at 3 p.m. *Medicine and General Surgery*: daily, except Saturdays, Sundays and holidays. *Obstetrics and Women's Diseases*: Mondays, Tuesdays, Wednesdays, and Fridays. *Children's Diseases*: Mondays, Wednesdays, and Fridays. *Urology*: Tuesdays and Fridays. *Ear, Nose, Throat and Dentistry*: Mondays and Thursdays. *Diabetes and Eye*: Thursdays. *Asthma, Hay Fever and Skin Diseases*: Tuesdays. *Syphilology*: Thursdays. *Orthopedics*: Mondays and Wednesdays.

If the patient is able to pay, the public dispensary charge is \$2 for the first visit to any department. For return visits, the rate is fifty cents for consultation or completion of examination; fifty cents to \$2 for treatment by various specialists, to be determined by the physician in charge of the specialty, and \$2

for patients who have not been instructed to return and do so on their own initiative. In order to coöperate with the medical profession, anyone who wishes to attend the public dispensary should consult and bring a letter from his or her own physician. All patients accompanied by their physicians are admitted free to the public dispensary.

The general policy of admitting patients to the wards and public dispensary is to consider carefully their financial and social status, income and size of family, special responsibilities and the probable cost of treatment all being weighed in determining admission. A married patient, for instance, with an income of less than \$15 per week is considered admissible to the public wards or public dispensary for ordinary conditions; the income limit, of course, varying according to the other factors which affect the patient's financial status. Those who are able to pay the ordinary fees of consultants and specialists are not admitted to the public dispensary but may make arrangements through their own physicians for examinations by any member of the hospital staff or in the private diagnostic clinic.

SCHOOL OF NURSING

The next class of students will be admitted to the Duke University School of Nursing on October 1, 1932, but applications should be sent as soon as possible; they will be considered in order of receipt. The entrance requirements are intelligence, character, and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each. The tuition is \$100 per year. Application forms and bulletins may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C.

Duke University grants the degree of Bachelor of Science to women who have completed successfully two years of college work (60 semester-hours) in Duke University or another approved university or college in addition to the three year course leading to the Diploma of Graduate Nurse in the Duke University School of Nursing. The sixty semester-hours of college work can be completed either before or after the three year course in the School of Nursing, but not during it. Those

who contemplate studying for this degree should obtain, from the Dean of the School of Nursing, advice about the university or college courses which are recommended.

SCHOOL OF DIETETICS

In addition to the training of medical students and nurses in dietetics, women whose previous training is acceptable may be admitted to the School of Dietetics at any time for which their previous training has fitted them, and are given a Certificate of Graduate Dietitian after the successful completion of the course of one year. Applications should be sent to the Professor of Dietetics, Duke University School of Dietetics, Durham, N. C.

Duke University grants the degree of Bachelor of Science to women who have completed successfully three and one half years of college work (110 semester-hours) in Duke University or another approved university or college, *and* the course of one year leading to the Certificate of Graduate Dietitian in the Duke University School of Dietetics. The course includes both academic instruction and actual experience. There are classes and teaching clinics given by the faculty of the School of Medicine which are open to student dietitians.

POSTGRADUATE STUDY

The need for more provision for postgraduate study is very acute not only in this country but abroad. There are very few clinics to which a physician can go, after he has been in practice several years, to obtain the additional training which he has found he requires. The School of Medicine is attempting to fill this need. If any doctor wishes to spend a few days, weeks, or months reviewing his knowledge of medicine, surgery, obstetrics, pediatrics, or other branches, or if he has to do an unusual operation and wishes to refresh his memory as to the anatomy involved, the facilities and equipment are at his disposal. The service of the School of Medicine is not limited to the training of its own students and staff but extends to giving the members of the medical profession the benefit of everything it has. Graduates in medicine are welcomed especially at the varied clinics and demonstrations in medicine, surgery, ob-

stetrics, and other specialties which are held from 9 a.m. to 12:30 p.m. each Saturday, and at the clinical-pathological conferences at 5 p.m. on Wednesdays. Postgraduate clinics are held at intervals throughout the year and short intensive postgraduate courses in medicine, obstetrics, and pediatrics may be provided if there is sufficient demand. Further information may be obtained by writing to the head of the department concerned or to the Dean, Duke University School of Medicine, Durham, N. C.

INTERNESHIPS AND RESIDENCIES

Interneships of one year's duration with room, board, laundry and uniforms furnished, but without salary, are available in *medicine* (including dermatology, roentgenology, neurology, and psychiatry), in *obstetrics* (including gynecology), in *pediatrics*, in *surgery* (including urology, oto-laryngology, ophthalmology, and orthopedics), or in *pathology*, commencing each January, April, July, and October. Application blanks, which must be returned at least three months before the appointment is desired, may be obtained by writing to the head of the department in which an interneship is wanted or to the Dean, Duke University School of Medicine, Durham, N. C. Graduates of any class A medical school are eligible for interneships.

After the completion of an interneship in the Duke Hospital or in another acceptable hospital, a certain number may be appointed as assistant residents in medicine, surgery, obstetrics, gynecology, pediatrics, pathology, biochemistry, or in any one of the medical or surgical specialties, at a salary of \$250 to \$500 per year, with maintenance, and eventually may be promoted to the residency in the various departments or sub-departments of the hospital at an annual salary of \$500 to \$1,000, with maintenance. Applications should be made to the head of the department concerned.

LIBRARY

"To study the phenomena of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all."—SIR WILLIAM OSLER.

In addition to the general library of Duke University, and the departmental libraries of biology, chemistry, and physics, which have 200,000 volumes available for medical students, the

Duke Hospital Library contains 30,000 volumes of American and foreign medical literature. The hospital library subscribes to 395 current American and foreign medical and other scientific journals. These books and journals are available daily from 8:30 a.m. to 10:00 p.m. for the students, nurses, staff, and medical profession.

APPLICATION FOR ADMISSION

Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C. They must be filled in with typewriting, a 2 in. x 2½ in. recent photograph attached, and the application returned to the Dean as soon as possible. Applications are evaluated in the order received. If the information obtained is satisfactory, a personal interview with the committee on admission or a regional representative is arranged for the applicant. The candidate is then notified as soon as possible whether he has been accepted or declined; if accepted, the student must send a deposit of \$50 within two weeks to insure his enrollment. This money is applied toward the tuition. First year students are admitted only in October at the beginning of the autumn quarter, but applications are considered and a decision in regard to admission is made at any time during the preceding year. Women are received on the same terms as men.

REQUIREMENTS FOR ENTRANCE

"I recommend that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing a wholesome and real ambition for life."—JAMES B. DUKE.

Intelligence and character are the essential qualifications for admission.

In addition, each candidate must have the following preparation which includes the minimal requirements for grade A medical schools:

1. At least two years of college work (70 semester-hours), including:

2. *Biology*: At least one year (12 semester-hours, one half of which must be laboratory work and must include training in embryology). A course in comparative anatomy is also recommended.

3. *Chemistry*: At least two years (10 semester-hours of inorganic chemistry including short or preliminary courses in

qualitative and quantitative analysis, and 6 semester-hours of organic chemistry; one half of each course must be laboratory work). These represent the minimal requirements in chemistry. Additional courses in analytical and physical chemistry are desirable.

4. *Physics*: At least one year (10 semester-hours, one half of which must be laboratory work).

5. *English*: At least two years (12 semester-hours).

6. *Mathematics*: At least one year (6 semester-hours; a working knowledge of logarithms is essential and one of calculus is desirable).

7. *German*: A reading knowledge of scientific German is highly desirable.

8. Applicants are required to take the aptitude tests of the Association of American Medical Colleges unless specifically excused by the school. These tests were given at most of the colleges and universities on December 11, 1931.

(Selection is based on the *quality* rather than the *quantity* of preparation.)

REQUIREMENTS FOR ADMISSION TO ADVANCED STANDING

In addition to the requirements for entrance, an applicant for admission to the junior class must present evidence that he will complete successfully the first and second year curriculum in a class A medical school consisting of: Gross, microscopic and neuro-anatomy, biochemistry, pharmacology, physiology, gross and microscopic pathology, bacteriology, clinical microscopy, and normal and abnormal physical diagnosis. Students who transfer from other medical schools can be admitted into any quarter for which their previous training has fitted them (*see curriculum*). For example, a student who has completed successfully the first and second year curriculum at another medical school is eligible to enter the summer quarter in June and to be graduated in December of the following year, or he can enter the autumn quarter in October and receive the M.D. certificate in March or June two years later, depending on whether he attends the intervening summer quarter. Application forms may be obtained by writing to the Dean, Duke University School of Medicine, Durham, N. C.; they are evaluated and a decision in regard to admission made as described for applications for ad-

mission. Students at other approved medical schools may, if recommended, transfer to Duke for one or more quarters for regular or special studies. They should write to the Dean for information.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN THE SCHOOL OF MEDICINE

Duke University grants the degree of Bachelor of Science to students who have completed satisfactorily 70 semester-hours of college work in Duke University or another approved university or college, six quarters in the Duke University School of Medicine, *creditable extra* work in any department, and an acceptable thesis. No credit toward this degree is given for additional college work. Students who wish to become eligible for this degree should, during their third quarter, arrange a program of extra work with the head of the department concerned.

REQUIREMENTS FOR THE DEGREE OF DOCTOR OF MEDICINE

The degree of Doctor of Medicine is conferred upon those who, after fulfilling all the requirements for entrance, have completed satisfactorily twelve quarters of the curriculum of the School of Medicine, have passed the preclinical and clinical examinations, and then have spent two years in satisfactory hospital or laboratory work.

Examinations in the preclinical subjects are given to the students not earlier than their sixth quarter, and in the clinical subjects not earlier than their twelfth quarter. These examinations are held at least twice each year to accommodate students who qualify for them at different times. They demand a more comprehensive knowledge of medicine than can be obtained from the required courses in the schedule, and it is necessary for the student to demonstrate that he has utilized profitably his free time. No numerical grades are given; only terms "passed" and "failed" are used.

Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the executive committee, give promise of being a credit to themselves and the school. At the end of each quarter, the executive committee reviews the records of all students and those whose progress has been unsatisfactory may be advised to leave the school.

Students who have been admitted to advanced standing and those who have studied at other medical schools for part of their course must present evidence that they have completed successfully work comparable to that of the curriculum during the quarters in which they were away.

All students are urged to spend three years in hospital or laboratory work after passing the clinical examinations and they must give assurance satisfactory to the executive committee that they will spend at least two years. This work must be in a hospital approved for internship by the American Medical Association or in a laboratory acceptable to the executive committee.

DEPARTMENTS OF INSTRUCTION

Anatomy

The autumn quarter is devoted to the courses of instruction in gross human anatomy, histology, and neurology required of all entering students. Further work in these subjects and advanced studies in various other branches of anatomy may be undertaken during the students' free time. Prospective candidates for elective work should discuss their wants with the member of the staff in charge of the particular field in which work is requested because only a small number can be accommodated in each group. A few properly qualified students may be permitted to undertake original research under the direction of various members of the staff.

Biochemistry

The *required* course in general biochemistry for first year students in medicine and for properly qualified graduate students in other departments of the university is given during the winter quarter. Three lectures and four laboratory periods of three hours each per week for eleven weeks present a general outline of the subject, to be supplemented by systematic reading. At least once a week the students meet in small groups with instructors for conferences and discussion of the laboratory work.

Electives in pathological chemistry, blood analysis, the chemistry of nutrition, selected methods of biochemical research, and the organic chemistry of proteins and carbohydrates will be offered to groups of qualified students in the autumn, spring, and summer quarters. Details will be posted on the bulletin board. The facilities of the department of biochemistry, including various types of research equipment, and of the clinical material of the blood chemistry laboratory are available for independent or supervised investigations.

Physiology and Pharmacology

The *required* courses consist of (a) a lecture course in physiology in the winter quarter, (b) a lecture course in pharmacology in the spring quarter, and (c) a laboratory course covering both physiology and pharmacology in the spring quar-

ter. The student is expected to acquire his knowledge of these subjects chiefly by his own reading for which the lectures will serve as introduction and guide, and the laboratory course as illustration. Informal conferences with small groups held during the laboratory hours are intended to aid the students in the solution of problems arising both in their reading and in the laboratory, and together with informal tests to serve as a check on their work.

Elective courses, both lecture and laboratory, held during the spring and summer quarters, will cover more thoroughly particular aspects of physiology and pharmacology. Some of these will be open to all students of any year; but it will be necessary to limit others to small numbers of selected students. Details will be posted on the bulletin board.

Pathology

The *required* course in general pathology for second year students is given in the autumn quarter. The class is divided into small groups, one instructor being assigned to each group. For the purpose of teaching the gross pathological alterations of tissue, the museum material, which consists of complete cases preserved as separate units, has been classified into well recognized groups, such as obstructions, diseases due to animal parasites, tumors, etc., each group of material being placed in a separate laboratory. The various student groups are rotated through these rooms. The microscopic aspects of pathological processes are studied by the students at the same time the gross pathological features of the disease are being considered. Physiological, chemical, and bacteriological phases of the various disease processes are at the same time presented to the student by constant reference to the autopsy protocols and clinical studies of the cases which are under study in the groups. No formal course of lectures is given. Special lectures on general subjects which have wide application may be given from time to time to the whole class. Attendance at autopsies is required of the students of the second year, the class being divided into small groups which are called in turn. The group members are required to follow the complete studies of the cases which they see and when such studies are completed they must present the case in conference before the entire class.

Elective courses in pathology are available for a limited number of students who have completed the course in general pathology. These courses are given in the winter quarter. Research facilities are provided in the department for students who are trained sufficiently to undertake such studies.

On Wednesdays at 5 p.m., clinical pathological conferences are held in coöperation with the staffs of the clinical departments. Members of the medical profession and medical students are invited.

Medicine

Bacteriology and serology are taught to first year students during the winter quarter. Elective courses are also available in these subjects. Details will be posted on the bulletin board.

Introductory medicine for second year students during the winter quarter consists of normal physical diagnosis, the study of clinical microscopy, and a series of clinics designed to introduce the student to gross changes due to disturbances of circulation, respiration, and metabolism.

During the autumn, winter, and spring quarters there are held for junior and senior students: on Mondays, Wednesdays, and Saturdays, at 11:30 a.m., clinics in general medicine, in which the usually prevalent diseases are discussed; and on Thursdays at 10:30 a.m. X-ray conferences. The *junior* students are divided into three groups and each devote one quarter to combined clinical assistantships on the wards and in the public dispensary, and to the study of clinical microscopy and physical diagnosis. During the specialties quarter, the junior students spend Thursday afternoons for five and one-half weeks in the syphilis clinic. The *senior* students are also divided into three groups, each of which spends one quarter of ward and dispensary work in the general and special medical clinics. Introductory medicine is a prerequisite for junior medicine and the latter is a prerequisite for senior medicine.

Surgery

General surgery. In the winter quarter the second year students attend a number of clinics arranged to familiarize them with the technique of examinations and the diagnostic procedures used in general surgery and the surgical specialties. These are largely demonstrational, and emphasis is placed on the more practical and commonly used methods.

During the autumn, winter, and spring quarters, at 11:30 a.m., on Tuesdays and Fridays and at 9 a.m. on Saturdays, clinics in surgery and the surgical specialties are held for junior and senior students. The junior and senior students are divided into three groups, and each junior and senior group spends one quarter in attending ward rounds at 8:30 a.m., working on the wards in the mornings and in the public dispensary in the afternoons.

For two afternoons each week there is an *elective* course in operative surgery in the experimental laboratory. The number of students in this course is limited and priority is given to those in the surgical quarter. They are divided into operating teams and take turns serving as operator, first assistant, and anesthetist. The purpose of this course is to teach the basic principles of aseptic surgery as well as anesthesia. Incidentally, the student performs a number of operations illustrating different types of surgery, the operative procedures being of gradually increasing difficulty.

Ophthalmological division. During the specialties quarter the junior students are assigned to the ophthalmological clinic on Thursday afternoons for five and one-half weeks and assist in the study and treatment of eye diseases. Especial emphasis is placed on the underlying medical and surgical conditions. Each student follows throughout his time in the clinic all cases assigned to him. For those who manifest an unusual interest in this specialty, provision will be made for more advanced work.

Orthopedic division. During their surgical quarter, the junior and senior students attend ward-rounds on Tuesdays at 8:30 a.m. The junior specialty group spends Monday and Wednesday afternoons in the public dispensary for five and one-half weeks and visits the orthopedic clinic at Goldsboro once a month. Junior students are given clinics and lectures on fractures in the spring quarter. An *elective* course for senior students in orthopedic pathology is offered for one hour per week during the autumn quarter.

Oto-laryngological division. An introductory course of instruction in the use of oto-laryngological instruments is given for second year students in the winter quarter. Junior students during their elective quarter spend Monday and Thursday after-

noons in the oto-laryngological clinic for five and one-half weeks. An *elective* course on the anatomy, physiology, and diseases of the ear, nose, and throat is also given.

Urological division. Junior and senior students in their surgical quarter on Thursdays at 8:30 a.m. have ward-rounds dealing with the affections of the male and female urinary tracts and of the male genital tract. Junior students spend Tuesday and Friday afternoons for five and one-half weeks in the urological clinic. An *elective* course will also be arranged for those especially interested in the more technical methods of urological diagnosis and in the practice and treatment of these patients.

Dentistry. In order to familiarize the students with the more common diseases of the teeth and gums, particularly in their relationship to general medical and surgical diseases, provision is made for those who are interested to attend the dental clinic. The various lesions are demonstrated, the bearing on systemic disease discussed, and treatment carried out.

Obstetrics and Gynecology

Clinics and demonstrations for junior and senior students are held on Saturdays at 10:00 a.m. during the autumn, winter, and spring quarters, and on Thursdays at 11:30 a.m. during the autumn and winter quarters. During the quarter of the junior year assigned to the specialties, each group of students attends ward-rounds at 9:30 a.m. daily for eleven weeks and the public dispensary on Mondays, Wednesdays, and Fridays for five and one-half weeks. The students also spend part of each day on the wards.

Elective courses in the diagnosis and treatment of obstetrical and gynecological conditions are offered. Details will be posted on the bulletin board.

Pediatrics

During the quarter of the junior year assigned to the specialties, the student group is divided into two sub-groups. Each of these attend pediatric ward-rounds at 8:30 a.m. daily for eleven weeks and the pediatric dispensary at 1:30 p.m. on Mondays, Wednesdays, and Fridays for five and one-half weeks. The students also spend part of each day on the pediatric ward.

Elective courses are offered in infant feeding and in the diagnosis and treatment of disease in infants and children. Details will be posted on the bulletin board.

Preventive Medicine and Public Health

Clinics, lectures, and demonstrations are held at 11:30 a.m. on Thursdays during the spring quarter.

CURRICULUM OF THE SCHOOL OF MEDICINE

A year of a student's life can be saved so that it can be applied to postgraduate interne training by condensing the usual four medical school years of thirty-three weeks each into three years of forty-four weeks each. Four terms of eleven weeks are given each year, commencing October first, with vacations of one week in December, March, and June, and of one month in September, and the certificate of M.D. is granted after the satisfactory completion of twelve terms. These may be taken consecutively (graduation in three calendar years), or, if a student prefers, three terms may be taken each year (graduation in four calendar years). Such a curriculum will affect in no way the courses at any other medical school. If students who have received their first two years of training at other medical schools wish to spend their clinical years at the Duke University School of Medicine, they are eligible in June or October for the seventh term, which corresponds to the beginning of the usual junior class.

The advantages of this continuous curriculum to the medical student are obvious. He will be one year younger at graduation and will have an additional year for hospital or other training; he will be better prepared, for he will not have lost a fortnight or a month in October of each year getting back into the intellectual stride which had been his in the preceding June, and he will see the clinical material peculiar to the summer months. The total of eight weeks of vacation, which every student has under the four-quarter system should be sufficient for anyone. However, if any student prefers to study four calendar years of thirty-three weeks each, he can do so under this flexible curriculum. A certain number of students, either through illness or through financial difficulties, probably will be absent one or more quarters, but under this curriculum they can take up their

work at the beginning of the next quarter for which their previous training has fitted them, and not lose a whole year as is usually necessary. This irregularity is in itself an advantage, for it will reduce the usual rigid lock-step succession of studies.

Approximately one-half of the time in this curriculum is free for elective work or anything else which the student wishes to do. No credits are given for specific courses during this free time. The opportunity is merely provided for each student, on his own initiative, to obtain the additional training which he may feel to be necessary or desirable. In the first year, the greatest amount of free time is concentrated in the latter part of the year in order to give the student a more varied curriculum early in his course and thus enable him to choose elective courses from a wider range of subjects. The summer quarters of the first and third years have been left entirely free in the hope that many of the students will migrate to other medical schools in this country or abroad for elective work, a practice which is encouraged. The establishment of the four-quarter system at Chicago, Northwestern, Minnesota, and other universities has aided greatly this exchange of students. For students who do not attend the summer quarters, the spring quarters of the second and fourth years are free for the same purpose. The students who do not transfer temporarily to other medical schools may utilize their free time in elective courses in pre-clinical and clinical departments, may pursue independent work in any subject, or may do research work. The elective courses have been organized for small groups and will be repeated if necessary in one or more quarters.

**CURRICULUM OF FOUR QUARTERS OF ELEVEN WEEKS
(429 HOURS) EACH**

(The details of courses will be posted on the bulletin board)

FIRST YEAR

AUTUMN QUARTER (1st) :

October 4 to December 23, 1932; October 3 to December 23,
1933; October 2 to December 22, 1934; October 1 to December
21, 1935.

Anatomy (including histology and neuro-anatomy)	429 Hours
Free time	0 Hours

WINTER QUARTER (2nd) :

January 4 to March 19, 1932; January 2 to March 18, 1933;
January 2 to March 17, 1934; January 2 to March 16, 1935.

Physiology	33 Hours
Biochemistry	176 Hours
Bacteriology	110 Hours
Free time	110 Hours

SPRING QUARTER (3rd) :

March 28 to June 11, 1932; March 27 to June 10, 1933; March
26 to June 9, 1934; March 25 to June 8, 1935.

Physiology and Pharmacology	231 Hours
Free time	198 Hours

SUMMER QUARTER (4th) :

June 20 to September 3, 1932; June 19 to September 2, 1933;
June 18 to September 1, 1934; June 17 to August 31, 1935.

Free time	429 Hours
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SECOND YEAR**AUTUMN QUARTER (5th) :**

October 4 to December 23, 1932; October 3 to December 23,
1933; October 2 to December 22, 1934; October 1 to December
21, 1935.

Pathology	288 Hours
Free time	141 Hours

WINTER QUARTER (6th) :

January 4 to March 19, 1932; January 2 to March 18, 1933;
January 2 to March 17, 1934; January 2 to March 16, 1935.

Clinical microscopy	78 Hours
Physical diagnosis	99 Hours
Preclinical examinations	39 Hours
Free time	213 Hours

SPRING QUARTER (7th) :*

March 28 to June 11, 1932; March 27 to June 10, 1933; March
26 to June 9, 1934; March 25 to June 8, 1935.

Medicine (junior)	308 Hours
Free time	121 Hours

SUMMER QUARTER (8th) :*

June 20 to September 3, 1932; June 19 to September 2, 1933;
June 18 to September 1, 1934; June 17 to August 31, 1935.

Surgery (junior)	308 Hours
Free time	121 Hours

THIRD YEAR

AUTUMN QUARTER (9th)*:

October 4 to December 23, 1932; October 3 to December 23, 1933; October 2 to December 22, 1934; October 1 to December 21, 1935.

Specialties (junior)	308 Hours
Free time	121 Hours

WINTER QUARTER (10th):*

January 4 to March 19, 1932; January 2 to March 18, 1933;
January 2 to March 17, 1934; January 2 to March 16, 1935.

Medicine (senior)	308 Hours
Free time	121 Hours

SPRING QUARTER (11th):*

March 28 to June 11, 1932; March 27 to June 10, 1933; March 26 to June 9, 1934; March 25 to June 8, 1935.

Surgery (senior)	308 Hours
Free time	121 Hours

SUMMER QUARTER (12th):*

June 20 to September 3, 1932; June 19 to September 2, 1933;
June 18 to September 1, 1934; June 17 to August 31, 1935.

Final clinical examination	39 Hours
Free time	390 Hours

SUMMARY

Total number of hours required instruction, 60%	3062
Total number of hours of free time, 40%	2086
Total number of hours in curriculum, 100%	5148

CHANGES FROM THE FOUR-QUARTER SCHEDULE NECESSARY FOR
STUDENTS WHO DO NOT ATTEND THE SUMMER QUARTERS

FIRST YEAR:

Autumn quarter (1st)—No change from schedule.
Winter quarter (2nd)—No change from schedule.
Spring quarter (3rd)—No change from schedule.

SECOND YEAR:

Autumn quarter (4th)—Same as fifth quarter in schedule.
Winter quarter (5th)—Same as sixth quarter in schedule except that the preclinical examinations are postponed to the spring quarter and the amount of free time increased correspondingly to 252 hours.

Spring quarter (6th)—Same as fourth quarter except that the preclinical examinations are held and the amount of free time correspondingly decreased to 390 hours.

JUNIOR YEAR:

Autumn quarter (7th)—Same as seventh quarter in schedule.*

Winter quarter (8th)—Same as eighth quarter in schedule.*

Spring quarter (9th)—Same as ninth quarter in schedule.*

SENIOR YEAR:

Autumn quarter (10th)—Same as tenth quarter in schedule.*

Winter quarter (11th)—Same as eleventh quarter in schedule.*

Spring quarter (12th)—Same as twelfth quarter in schedule.*

SCHEDULE OF INSTRUCTION

(The details of courses will be posted on the bulletin board)

In the clinical years the required instruction in medicine, surgery, obstetrics, gynecology, pediatrics, and other specialties is offered in each of the four quarters. Students may elect the quarters in which they study these subjects, but not more than twenty-five students will be enrolled in surgery or medicine in any one quarter; the names will be accepted in order of application. The above schedule illustrates merely the program for one group. For elective courses, students are referred to the bulletin board.

During the quarter devoted to the specialties, the student group is divided into two sub-groups, each of which in rotation spends approximately five and one-half weeks in the following specialties: allergy, syphilis, obstetrics, gynecology, pediatrics, urology, orthopedics, ophthalmology, oto-laryngology, and dentistry.

During the autumn, winter, and spring quarters, the following systematic lectures, clinics, or demonstrations, are given daily at 11:30 a.m., to 12:30 p.m.: medicine and medical specialties, Mondays, Wednesdays, and Saturdays (3 quarters); surgery and surgical specialties, Tuesdays and Fridays (3 quarters); obstetrics and gynecology, Thursdays (autumn and winter quarters); preventive medicine and public health,

* The clinical instruction is repeated each quarter in order to utilize all the clinical material and to have small groups of students. Consequently, students may vary the order of the seventh, eighth and ninth quarters; and also the order of the tenth, eleventh and twelfth quarters. The above schedule illustrates merely the program for one group.

Thursdays (spring quarter). Every Saturday, clinics and demonstrations are held in surgery (at 9 a.m.), obstetrics and gynecology (at 10 a.m.) and medicine (at 11:30 a.m.). On Wednesdays at 5 p.m., clinical-pathological conferences are given. Staff ward-rounds in medicine are held on Thursdays at 9:30 a.m.

Visiting physicians are welcomed at all these and other clinics, lectures, demonstrations, and operations.

FEES AND EXPENSES

All fees for each quarter are due and payable at the beginning of each quarter; no student will be admitted to classes until these fees have been paid at the university treasurer's office.

Fees and Expenses

Tuition, per quarter	\$150
Room rent, per quarter*	50
Board, per quarter*	75
Laundry, per quarter	10 to \$ 20
Books, per quarter	25 to 50
Microscope; at matriculation each student must purchase a modern microscope, preferably through the university ...	102 to 173
Athletic fee (optional), admitting students to all athletic contests held on the university grounds, per year	10

Estimated total expenses per quarter (exclusive of clothes, microscope, damage, and athletic fees, and the fees of \$25 and \$20 for Parts I and II respectively of the National Board of Medical Examiners; students may study three of four quarters per year)**\$312 to \$347

ANGIER B. DUKE MEMORIAL AND OTHER LOAN FUNDS

The Angier B. Duke Memorial, Incorporated, administers through an advisory committee of the officers of the university a loan fund for students. In addition, the university administers other endowed loan funds for the benefit of students who are not able financially to meet their expenses. Medical students, after their third quarter, are eligible for loans from these sources. No scholarships are awarded in the School of Medicine. The loan funds are administered in accordance with the following regulations:

1. No loan shall be made to a student who violates any of the regulations of the university or whose classwork is not satisfactory to the executive committee.

* Some of the medical students may obtain rooms in the Duke Hospital; the others in the university dormitories. Meals may be had at the Union on the campus. All rooms are provided with furniture, heat, water, electric light, and care of rooms; each student furnishes his own blankets, sheets, pillow-slips, towels, and pillows.

** Medical students, after their third quarter, are eligible for loans from the Angier B. Duke Memorial and other loan funds.

2. Loans will be made only to students who are taking full courses of study that lead to a degree, and all loans must be arranged not later than one week after the beginning of a quarter.

3. Every applicant for a loan must present with the application such security as the president of the university may approve, and no money shall be advanced before a note with approved security is in the hands of the treasurer of the university.

4. No loan shall be made to defray any other expenses than those incurred during the academic year for tuition and room-rent.

5. Interest at the rate of six per cent annually shall be charged for all loans of money, and the interest must be paid annually.

THE SCHOOL OF NURSING

1931-1933

ANNOUNCEMENTS FOR 1932-1933

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SCHOOL OF NURSING AND HOSPITAL CALENDAR 1932-1933

1932

- January 4 (Monday)—Winter quarter begins.
- February 22 (Monday)—Washington's Birthday (holiday).
- March 19 (Saturday)—Winter quarter ends.
- March 21 (Monday)—Spring quarter begins.
- June 11 (Saturday)—Spring quarter ends.
- June 13 (Monday)—Summer quarter begins.
- July 4 (Monday)—Independence Day (holiday).
- October 1 (Saturday)—Summer quarter ends.
- October 3 (Monday)—Autumn quarter begins.
- November 24 (Thursday)—Thanksgiving Day (holiday).
- December 23 (Friday)—Autumn quarter ends and Christmas vacation begins.

1933

- January 2 (Monday)—Winter quarter begins.
- February 22 (Wednesday)—Washington's Birthday (holiday).
- March 18 (Saturday)—Winter quarter ends.
- March 27 (Monday)—Spring quarter begins.
- June 10 (Saturday)—Spring quarter ends.

OFFICERS OF ADMINISTRATION

WILLIAM PRESTON FEW, A.B., A.M., Ph.D., Litt.D., LL.D.
President of the University

ROBERT LEE FLOWERS, A.M., LL.D.
Vice-President, Secretary, and Treasurer

WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.
Vice-President

FRANK CLYDE BROWN, A.B., A.M., Ph.D.
Comptroller

CHARLES BLACKWELL MARKHAM, A.B., A.M.
Assistant Treasurer

ARTHUR CARL LEE, B.S., C.E.
Chief Engineer

BESSIE BAKER, R.N., B.S.
Dean of the School of Nursing

WILBURT CORNELL DAVISON, A.B., B.A., B.Sc., M.A., M.D.
Dean of the School of Medicine

FACULTY OF THE SCHOOL OF NURSING

BESSIE BAKER, R.N., B.S.

Dean of the School of Nursing and Professor of Nursing Education

Diploma, Johns Hopkins Hospital School of Nursing, 1902; Assistant Director of Nursing, Women's Hospital, 1910-1912; Assistant Director of Nursing, Johns Hopkins Hospital, 1912-1917; Chief Nurse, Base Hospital No. 18, A. E. F., 1917-1919; B.S. and Diploma in Administration in Schools of Nursing Teachers College, Columbia University, 1922; Director of Nursing at Charles T. Miller Hospital, St. Paul, and Assistant Professor of Nursing, University of Minnesota, 1922-1930; Dean of the School of Nursing and Professor of Nursing Education, 1930—.

ANN HENSHAW GARDINER, R.N., B.S., M.S.

Assistant Professor of Nursing Education

Diploma and Teaching Certificate, Shepherd College State Normal, Shepherds-town, W. Va., 1909; taught public schools, 1909-1911; Diploma Massachusetts General Hospital School of Nursing, 1914; Theoretical and Practical Instructor, St. Luke's Hospital, New Bedford, Mass., 1914-1917; U. S. Base Hospital No. 6, A. E. F., 1917-1919; Superintendent of Nurses, Bridgeport Hospital, Bridgeport, Conn., 1920-1921; B.S. and Teacher's Diploma, Teachers College, Columbia University, 1923; Educational Director, Baylor University School of Nursing, Dallas, Texas, 1922-1924; Premedical course, University of Washington, Seattle, Wash., 1925; Director of Education, Stanford University School of Nursing, 1925-1926; M.S., Kansas State Agricultural College, 1927; Director of Education, Flushing Hospital, Flushing, N. Y., 1927-1930; Assistant Professor of Nursing Education, 1930—.

ELSIE WILSON MARTIN, A.B., M.S.

Professor of Dietetics

A.B., Whitman College, 1913; Teachers College, Columbia University, 1914-1915; Professor of Home Economics, College of Puget Sound, Tacoma, Washington, 1915-1917; Dietitian, University of Iowa Hospital, Iowa City, Iowa, 1919-1920; Dietitian, Charles T. Miller Hospital, St. Paul, Minn., 1920-1926; M.S., Teachers College, Columbia University, 1926-1927; Administrative Dietitian, Lakeside Hospital, Cleveland, Ohio, 1927-1930; Professor of Dietetics, 1930—.

HELGE LUNDHOLM, Ph.D.

Associate Professor of Psychology

Ph.D., University of Stockholm, Sweden, 1919; Scholarship of the American-Scandinavian Foundation, 1919-1920; Assistant in Psychology at Harvard University at different intervals; Psychologist, McLean Hospital, Waverley, Mass., 1921-1930; On leave doing research work for the Government of Sweden, in Industrial Psychology, 1923-1925; Associate Professor of Psychology, 1930—.

HAYWOOD M. TAYLOR, B.S., M.S., Ph.D.

Assistant Professor of Biochemistry

B.S., M.S. and Ph.D. in Chemistry, University of North Carolina, 1920, 1921 and 1924; Instructor in Chemistry and Pharmaceutical Chemistry, University of North Carolina, 1920-1925; Research Chemist, E. R. Squibb & Sons and Fisk Rubber Co., 1925-1928; Instructor in Ophthalmology, Johns Hopkins University, and Chemist to Wilmer Institute, 1928-1930; Assistant Professor of Biochemistry, 1930—.

ROGER D. BAKER, B.A., M.D.

Instructor in Anatomy

A.B., University of Wisconsin, 1924; M.D., Harvard College, 1928; Assistant in Pathology, Johns Hopkins Hospital, 1928-1929; Assistant Resident Pathologist, Johns Hopkins Hospital, 1929-1930; Instructor in Anatomy, 1930—.

WILLIAM HENRY HOLLINSHEAD, B.A., M.S.

Instructor in Anatomy

B.A. and M.S., Vanderbilt University, 1926 and 1927; Fellow in Biology, Vanderbilt University, 1926-1927; Instructor in Biology, Vanderbilt University, 1927-1930; Instructor in Anatomy, 1930—.

HYMAN MACKLER, A.B., M.A.

Instructor in Physiology and Pharmacology

A.B., M.A., University of California, 1928-1929; Assistant in Physiology, University of California, 1929; Instructor in Physiology and Pharmacology, Duke University Hospital, 1930—.

BAYARD CARTER, A.B., M.A., M.D.

Professor of Obstetrics and Gynecology

A.B., University of Delaware, 1919; B.A. and M.A., Oxford University, Oxford, England, 1923; M.D., Johns Hopkins University, 1925; Interne, Assistant Resident, Instructor and Assistant in Obstetrics and Gynecology, New Haven Hospital, New Haven, Conn., 1925-1929; Professor of Obstetrics and Gynecology, University of Virginia Medical School, 1929-1931; Professor of Obstetrics and Gynecology, Duke University Hospital, 1931—.

ALFRED RIVES SHANDS, JR., A.B., M.D.

Assistant Professor of Orthopedic Surgery

A.B., M.D., University of Virginia, 1918-1922; Resident and Instructor in Orthopedics, Johns Hopkins Hospital, 1926-1927; Instructor in Orthopedics, George Washington University, 1927-1930; Assistant Professor of Orthopedic Surgery, Duke University Hospital, 1930—.

EDWIN PASCAL ALYEA, B.S., M.D.

Assitant Professor of Urology

B.S., Princeton University, 1919; M.D., Johns Hopkins University, 1923; Interne, Johns Hopkins Hospital, 1923-1925; Instructor and Resident in Surgery, Urology, 1925-1929; Assistant Professor of Urology, Duke University Hospital, 1929—.

CLARENCE E. GARDNER, JR., A.B., M.D.

Instructor in Surgery

A.B., Wittenberg College, 1924; M.D., Johns Hopkins University, 1928; House Officer, Johns Hopkins Hospital, 1928-1930; Resident and Instructor in Surgery, Duke University Hospital, 1930—.

EMIL BOGOMIR CEKADA, B.S., M.S., D.Sc., M.D.

Instructor in Medicine

B.S. and M.S., University of the State of Washington, 1923-1924; D.Sc., M.D., Johns Hopkins University, 1926-1929; Assistant Resident and Instructor of Medicine, Duke University Hospital, 1930—.

ANGUS MURDOCH McBRYDE, B.S., M.D.

Instructor in Pediatrics

B.S., Davidson College, Davidson, N. C., 1924; M.D., University of Pennsylvania Medical School, 1928; Interne, Hospital of University of Pennsylvania, 1928-1929; Resident in Pediatrics, Hospital of University of Pennsylvania, 1929-1930; Assistant Resident in Pediatrics, Harriet Lane Home, The Johns Hopkins Hospital, 1930-1931; Instructor in Pediatrics, Duke University Hospital, 1931—.

FRANCIS W. PORRO, B.S., M.D.

Fellow in Pathology

Georgia School of Technology, 1921; B.S., University of Chicago, 1926; M.D., Rush Medical School, 1929; Fellow in Pathology, Duke University Hospital, 1931—.

VIRGINIA GEARHART GRAY, A.B., A.M., Ph.D.

Instructor in English

A.B., Goucher College, Baltimore, Md., 1924; A.M., Ph.D., University of Wisconsin, Madison, Wis., 1925-1927; Research Secretary, Medical History Committee, Louisiana State Medical Society, 1928-1930; Instructor in English, Duke University Hospital, 1930—.

EMILY HAMMOND, B.S.

Physiotherapist

B.S., Winthrop College, 1923; Walter Reed School of Physiotherapy, 1927; Harvard University School of Physiotherapy, 1930; Physiotherapist, Duke University Hospital, 1930—.

E. LOUISE GRANT, R.N.

Assistant to the Dean

University of Minnesota, 1923-1924; Diploma of Graduate in Nursing, University of Minnesota, 1927; Summer Session in Nursing Education, University of Minnesota, 1930; Summer Session in Science, Literature and Arts, University of Minnesota, 1931; Superintendent of Nurses, Kenmore Deaconess Hospital, Kenmore, North Dakota, 1927-1930.

MARIE A. MEHELICK, R.N., B.S.

Instructor in Principles and Practice of Nursing

B.S. with Educational Major, University of Minnesota, 1931; Diploma, University of Minnesota, 1931.

AUGUSTA LAXTON, R.N., B.S.

Supervisor of Night Service

B.S., Florida State College for Women, 1921; Diploma, Johns Hopkins Hospital School of Nursing, 1926; District Nurse, Charlotte, Coöperative Nursing Association, Charlotte, N. C., 1928-1930.

NANCY LINDSAY LAWLOR, R.N.

Supervisor of Nursing Service in Dispensary

Guilford College, 1905-1906; Diploma, Johns Hopkins Hospital School of Nursing, 1910; Summer Session, Columbia University, 1924; Special student, Presbyterian College, 1924-1925; Staff Nurse, State Board of Health, Jacksonville, Fla., 1926-1927; Director, City Health Department, W. Palm Beach, 1927-1930.

HULDA GERTRUDE NELSON, R.N.

*Instructor in Operating Room Technique**Supervisor of the Operating Room*

Diploma, Johns Hopkins Hospital School of Nursing, 1925; Supervisor Operating Room, Princeton Hospital, Princeton, N. J., 1928-1930.

ASSISTANT SUPERVISORS AND HEAD NURSES

WALBORG S. WAYNE, R.N.

Assistant Supervisor of Night Service

Diploma, University of Minnesota School of Nursing, 1928; Head Nurse on Men's Surgical Ward, General Hospital, Minneapolis, Minn., Feb. 1929-Dec. 1929; Night Supervisor of Contagious Department, General Hospital, Minneapolis, Minn., Dec. 1929-Nov. 1930; Night Supervisor of Contagion and Pediatrics, General Hospital, Minneapolis, Minn., Nov. 1930-Aug. 1931; Assistant Night Supervisor, Duke Hospital, Aug. 1931—.

MARION FRANCES BATCHELDER, R.N.

Assistant Supervisor of the Operating Room

Diploma, Peter Bent Brigham Hospital School of Nursing, 1920; Head Nurse and Supervisor of Operating Room, Peter Bent Brigham Hospital, 1921-1923 and 1923-1927; Head Nurse, Operating Room, Johns Hopkins Hospital, 1927-1930.

EMILY JANNEY, R.N.

Assistant Supervisor of the Operating Room

Diploma, Union Memorial Hospital School of Nursing, Baltimore, Md., 1929; Assistant in Operating Room, Union Memorial Hospital, 1929-1930.

MILDRED SHERWOOD, R.N.

Head Nurse on Pediatric Ward

Diploma, Mount Sinai Hospital, New York City, 1923; Head Nurse Mount Sinai Hospital, 1923-1926; Head Nurse, Johns Hopkins Hospital, Baltimore, Md., 1926-1930.

EDITH BREWER, R.N.

Head Nurse on Obstetrical and Gynecological Ward

Diploma, State University Hospital of Oklahoma, 1926; work in Obstetrics, Chicago Lying-In Hospital, 1926; Supervisor of Obstetrical Department, State University Hospital of Oklahoma, 1926-1929; Supervisor of Obstetrical Department, L. D. S. Hospital, Salt Lake City, Utah, 1929-1930.

MURIEL LEWIS, R.N.

Head Nurse on Private Medical Ward

Diploma, Washington University School of Nursing, St. Louis, Mo., 1926; Head Nurses' Course, Teachers College, Columbia University, 1928-1929; Head Nurse on Men's Medical Ward, Barnes Hospital, St. Louis, Mo., 1927-1928; Head Nurse on Colored Ward, Barnes Hospital, 1929-1930; Head Nurse on Women's Floor, Robert W. Long Hospital, Indianapolis, Ind., 1930-1931.

HANNAH CROTHERS, R.N.

Head Nurse on Private Surgical Ward

Diploma, Church Home and Infirmary, Baltimore, Md., 1920; Night Supervisor, Employees' Hospital, Fairfield, Ala., 1920-1921; Maternity Supervisor, Church Home and Infirmary, Baltimore, Md., 1921-1930.

MARION McMAHON, R.N.

Head Nurse on Women's Surgical Ward

Diploma, St. Luke's Hospital, Duluth, Minnesota, 1930; Assistant to Supervisor of Obstetrics, St. Luke's Hospital, Jan. 1931-Sept. 1931.

MARY ANN HANSON, R.N.

Head Nurse on Men's Surgical Ward

Diploma, State University of Oklahoma, Oklahoma City, Okla., 1930; Post Graduate Course in Obstetrics at St. Louis Maternity Hospital, St. Louis, Mo., June 1930-Oct. 1930; Relief Supervisor on Contagion, University Hospital of Oklahoma, for two weeks in Feb. 1930.

ELIZABETH C. CARTER, R.N.

Head Nurse on Women's Medical Ward

Diploma, Petersburg General Hospital, Petersburg, Va., 1922; Supervisor of Medical and Surgical Ward, Baltimore City Hospital, 1926-1927; Supervisor of Female Medical Ward, Louisville City Hospital, 1927-1928; General Duty, Willard Parker Hospital, New York City, 1928-1929; Assistant and Charge Nurse of Medical and Surgical Ward, Henry Ford Hospital, Detroit, Michigan, 1930.

JEAN L. ROWLEY, R.N.

Head Nurse on Men's Medical Ward

Diploma, The Genesee Hospital School of Nursing, Rochester, N. Y., 1928; Post Graduate work at the Children's Hospital, Boston, Mass., Jan. 1931-April 1931; Night Charge Nurse on Pediatrics, 7 months Assistant Day Charge Nurse on Pediatrics, 5 months, Day Charge Nurse on Pediatrics, 2 months, and Floater and Night Superintendent, 4 months, Strong Memorial Hospital, Rochester, N. Y., Feb. 1929-Oct. 1930; School Nurse, Health Bureau, Rochester, N. Y., Sept. 1930-Jan. 1931.

NELL LUTHER, R.N.

Head Nurse on Medical and Surgical Colored Ward

Diploma, Biltmore Hospital, Biltmore, N. C., 1919; Head Nurse, Biltmore Hospital, 1924; Office Assistant, Asheville, N. C., 1926-1930; Private Duty, Asheville, N. C. and Greenwood, S. C., 1930.

THE SCHOOL OF NURSING

The School of Nursing of Duke University was established in 1925 in connection with the School of Medicine of the University and the Duke Hospital through the munificent gift of the late James B. Duke.

The executive committee of the School of Nursing is composed of the Dean of the School of Medicine, the Dean of the School of Nursing, and two members of the nursing faculty.

The plan of the School is to prepare young women to meet community needs. These needs are interpreted to mean nurses prepared for the administration and teaching in hospitals and public health work, for nursing care of the sick, and teaching of health in the homes and hospitals of the community. The School provides the same recreational, and educational advantages upon the campus as those of the Co-ordinate College for Women. The new nurses' home will be ready for occupancy in June, 1932.

FACILITIES FOR INSTRUCTION

The facilities for instruction include the undergraduate colleges of the University, the School of Medicine, and the Duke Hospital. Students of the School of Nursing are admitted on the same basis as other students of the University.

LIBRARIES

The reference library of books and periodicals of special interest to students majoring in nursing is located in the Hospital Library. The student may use the general libraries on both campuses.

HEALTH REGULATIONS

The School has general supervision of the student's health. All students are required to pass a physical examination upon admission to the School of Nursing and at periods thereafter. The usual tests and vaccinations are required.

VACATIONS

Vacation months may not be limited to the summer, but may be assigned at any time during the year. This may be necessary

to insure the most effective correlation of theory and practice. The time allowed for vacation each year is one month.

ADMISSION REQUIREMENTS

An application form may be obtained by writing to the Dean, Duke University School of Nursing, Durham, N. C. It should be submitted as early as possible in the year in which the applicant desires admission to the School. The applicant will be notified whether she has been accepted or declined; if accepted, the student must send a deposit of \$25 within two weeks to insure her enrollment. This money will be applied toward the tuition. Classes are admitted on October 1.

The entrance requirements are intelligence, character, and graduation from an acceptable high school. The course leading to the Diploma of Graduate Nurse consists of three years of eleven months each. Candidates must have passed their eighteenth birthday.

The degree of Bachelor of Science is also offered to those who have completed successfully two years of college work (60 semester-hours) in Duke University or another acceptable college or university in addition to the three year course leading to the Diploma of Graduate Nurse in the Duke University School of Nursing. The sixty semester-hours may be completed either before or after the three year course in the School of Nursing. Those who contemplate studying for this degree should write to the Dean of the School of Nursing for advice in regard to the required course of study.

EXPENSES

The balance of the tuition fee of one hundred dollars yearly is payable upon the day of admission and at the beginning of each succeeding year of the three year course. There will be no expense for room, board, and laundry during the pre-clinical or clinical periods. Text books and uniforms are furnished.

In the five year course, leading to the Diploma in Nursing and the B.S. degree, the expense of the two years of college work is borne by the student. The above regulations regarding tuition, board, uniforms, and text books apply only when the student is in residence in the School of Nursing.

WITHDRAWAL

Students in any class are admitted on the understanding that only those will be advanced who, in the opinion of the executive committee, give promise of being a credit to themselves and the School. At the end of each quarter, the executive committee reviews the records of all students and those whose progress has been unsatisfactory may be advised to leave the School.

PHYSICAL EDUCATION

Exercise for two periods a week during the first two quarters is required of all students taking the three year course. Students in the five year course meet the full requirements of the Woman's College during their freshman and sophomore years. The regulation suits may be purchased through the Physical Education Department at the approximate cost of seven dollars or less.

ACTIVITIES OFFERED

Autumn Term—(October to December), Hockey, swimming, tennis, riding, moderate sports, and hiking.

Winter Term—(January to March), Informal gymnastics, Danish gymnastics, apparatus, games, individual gymnastics, folk dancing, clogging, interpretative dancing, swimming, and basketball.

Spring Term—(March to June), Tennis, swimming, riding, baseball, track field events, and archery.

THE CURRICULUM

The professional curriculum covers a period of three years, of which one month each year is assigned for vacations. The courses are divided into the pre-clinical and clinical periods, the former being that time which is devoted almost entirely to the study of the fundamental sciences and to the understanding of the more elementary nursing procedures and the acquisition of skill in their practice. The time is spent chiefly in the classrooms and laboratories of the Duke University Schools of Medicine and Nursing. Clinical experience is given the students after they have acquired skill through supervised practice in the classroom.

THE THREE YEAR COURSE

FIRST YEAR

Autumn Quarter

Sept. 26, 1932-Dec. 23, 1932

SUBJECT	HRS.
Anatomy	110
Physiology	22
Chemistry	55
Hist. Nursing	33
Bacteriology	44
Elem. Phar. & Metrology	33
Personal Hygiene	22
English	33
Posture	11

363

Spring Quarter

Mar. 21, 1932-June 11, 1932

Mar. 20, 1933-June 10, 1933

SUBJECT	HRS.
Adv. Nursing	66
Bandaging	11
Physiotherapy	16

93

Winter Quarter

Jan. 4, 1932-Mar. 19, 1932

Jan. 2, 1933-Mar. 18, 1933

SUBJECT	HRS.
Elementary Nursing	90
Psychology	22
Materia Medica	33
Nutrition & Cookery	44
Hospital Economy	11
Ethics	11
Case Study	22
English	33

266

Summer Quarter

June 13, 1932-October 1, 1932

June 12, 1933-Sept. 30, 1933

SUBJECT	HRS.
Vacation	2 wks.
Ward Practice	8 hrs. daily

SECOND YEAR

Autumn Quarter

Oct. 3, 1932-Jan. 2, 1933

Oct. 2, 1933-Jan. 2, 1934

SUBJECT	HRS.
Pathology	22
Medicine	33
Surgery	33
Diet in Disease	44

132

Winter Quarter

Jan. 2, 1933-Mar. 18, 1933

Jan. 2, 1934-Mar. 17, 1934

SUBJECT	HRS.
Gynecology	22
Orthopedics	22
Urology	11
Operating Technique	11
Special Therapeutics	11

77

Spring Quarter

Mar. 20, 1933-June 8, 1933

Mar. 19, 1934-June 9, 1934

SUBJECT	HRS.
Communicable Diseases	33
Mental Hygiene	22
Ear, Nose & Throat	22

77

Summer Quarter

June 10, 1933-Sept. 28, 1933

June 11, 1934-Sept. 29, 1934

SUBJECT	HRS.
Vacation	4 wks.
Ward Practice	8 hrs. daily

THIRD YEAR

Autumn Quarter

Oct. 2, 1933-Dec. 30, 1933

Oct. 1, 1934-Dec. 31, 1934

SUBJECT	HRS.
Obstetrics	44
Pediatrics	44
—	88

Winter Quarter

Jan. 2, 1934-Mar. 17, 1934

Jan. 2, 1935-Mar. 16, 1935

SUBJECT	HRS.
Psychiatry	44
Eye	11
Skin	11
Senior Demonstrations	11
	77

Spring Quarter

Mar. 19, 1934-June 9, 1934

Mar. 18, 1935-June 8, 1935

SUBJECT	HRS.
Professional Problems	22
Preventive Medicine and Public Health	22
Social Service	11
Senior Seminar	11
	66

Summer Quarter

June 11, 1934-Sept. 29, 1934

June 10, 1935-Sept. 28, 1935

SUBJECT	HRS.
Vacation	4 wks.
Ward Practice	8 hrs. daily

THE FIVE YEAR COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE AND GRADUATE IN NURSING

Major Advisers

BESSIE BAKER, *Dean*

ANN HENSHAW GARDINER

The aim is to give the student, in her first two years, an introduction to the general cultural subjects which are considered fundamental, to give her a good foundation in the sciences, and to have her share in the social and cultural opportunities of college life. Conferences and excursions are planned to give a better understanding of the field the student has chosen.

During the third and fourth years, the student is assigned to supervised graded services for her clinical experience. The course of study during this period is correlated with her practical experience.

In the fifth year, during approximately the last three quarters, the student may elect her major in one of the following subjects:

- I. Teaching in Schools of Nursing.
- II. Ward Supervision and Teaching in Schools of Nursing.
- III. Public Health Nursing.

The diploma of Nursing and the degree of Bachelor of Science are conferred upon the completion of this course.

THE FIVE YEAR COURSE

FIRST YEAR

<i>First Semester</i>	S.H.	<i>Second Semester</i>	S.H.
English, 1	3	English, 2	3
Language	3	Language	3
Chemistry, 1	4	Chemistry, 2	4
Zoölogy, 1	4	Zoölogy, 2	4
Education, 8	3	Mathematics, 1	3
	<hr/> 17		<hr/> 17

Physical Education
Nursing Education

SECOND YEAR

<i>First Semester</i>	S.H.	<i>Second Semester</i>	S.H.
English, 3/5	3	English, 4/6	3
Language	3	Language	3
Psychology, 101	3	Psychology, 102	3
History, 223	3	History, 223	3
Economics, 1	3	Economics, 1	3
	<hr/> 15		<hr/> 15

Physical Education
Nursing Education

Language Requirement—12 semester-hours of which not more than six may be the beginning of the language.

FIFTH YEAR

Courses I, II, III represent the electives offered within the five-year course. Electives are to be chosen in conference with an adviser.

I. *Teaching in Schools of Nursing:*

Principles of Teaching.
Sociology.
History of Education.
Community Health Problems.
Curriculum and Teaching in Schools of Nursing.
Teaching of Nursing Principles and Methods.*
Ward Supervision and Ward Teaching.
Observation and Practice Teaching.
Ward Administration.*
Contemporary Problems.

II. *Ward Supervision and Teaching in Schools of Nursing:*

Principles of Teaching.
Contemporary Problems.
Community Health Problems.
The Curriculum and Teaching in Schools of Nursing.
Ward Supervision and Ward Teaching.
Observation and Field Work in Ward Supervision.
Sociology.
Ward Administration.

III. *Public Health Nursing:*

Principles of Public Health Nursing.
Hygiene and Preventive Medicine.
Materials and Methods of Health Education.
Sociology.
Economics.
Mental Hygiene.
Supervised Case Work.
Child Psychology.
Social Pathology.

* Students who prefer not to teach Practical Nursing may be exempt from Nursing Education and will be required to take courses in the subjects which they elect to teach.

THE SCHOOL OF RELIGION

1931-1932

ANNOUNCEMENTS FOR 1932-1933

GENERAL ADMINISTRATION

FEW, WILLIAM PRESTON, A.B., A.M., Ph.D., LL.D., Litt.D.
President of the University

FLOWERS, ROBERT LEE, A.M., LL.D.
*Vice-president in the Business Division, Secretary, and
Treasurer of the University*

WANNAMAKER, WILLIAM HANE, A.B., A.M., Litt.D.
Vice-president in the Educational Division of the University

BROWN, FRANK CLYDE, A.B., A.M., Ph.D.
Comptroller of the University

LEE, ARTHUR CARL, B.S., C.E.
Chief Engineer

COMMITTEE OF THE BOARD OF TRUSTEES ON THE SCHOOL OF RELIGION

W. W. PEELE, J. F. KIRK, J. B. HURLEY, T. F. MARR

INSTRUCTIONAL ADMINISTRATION

RUSSELL, ELBERT, A.B., A.M., Ph.D.
Dean of the School of Religion

**GARBER, PAUL NEFF, A.B., A.M., Ph.D.
Registrar of the School of Religion

INSTRUCTIONAL STAFF

*BRANSCOMB, BENNETT HARVIE, A.B., M.A. (Oxon), Ph.D.

Professor of New Testament

CANNON, JAMES, III, A.B., A.M., Th.B., Th.M.

Ivey Professor of the History of Religion and Missions

CLARK, KENNETH WILLIS, A.B., B.D., Ph.D.

Instructor in New Testament

CRANFORD, WILLIAM IVEY, A.B., Ph.D.

Carr Professor of Philosophy

ELLWOOD, CHARLES ABRAM, Ph.B., Ph.D., LL.D.

Professor of Sociology

**GARBER, PAUL NEFF, A.B., A.M., Ph.D.

Professor of Church History

†GODBEY, ALLEN HOWARD, A.M., Ph.D.

Professor of Old Testament

HICKMAN, FRANKLIN SIMPSON, A.B., A.M., S.T.B., Ph.D.

Professor of the Psychology of Religion

MYERS, HIRAM EARL, A.B., S.T.B., S.T.M.

Professor of English Bible

ORMOND, JESSE MARVIN, A.B., B.D.

Professor of Practical Theology

ROWE, GILBERT THEODORE, A.B., D.D., Litt.D.

Professor of Christian Doctrine

RUSSELL, ELBERT, A. B., A.M., Ph.D.

Professor of Biblical Interpretation

SMITH, HILRIE SHELTON, A.B., Ph.D., D.D.

Professor of Religious Education

SPENCE, HERSEY EVERETT, A.B., A.M., B.D.

Professor of Religious Education

* On leave, 1931-1932.

** On leave, second semester, 1931-1932.

† Service terminated January 31, 1932.

STANBURY, WALTER ALBERT, A.B., D.D.
Professor of Practical Theology

BARNES, JAMES FOSTER, A.B., A.M.
Instructor in Church Music

JENSEN, HOWARD EIKENBERRY, A.B., A.M., B.D., Ph.D.
Professor of Sociology

WIDGERY, ALBAN GREGORY, M.A.
Professor of Philosophy

COMMITTEES OF THE FACULTY

Registration and Advanced Standing—The Registrar, the Dean, and Professor Cannon.

Public Exercises—Dean Russell, Professors Branscomb, Garber, Hickman, and Rowe.

Library—Professors Branscomb, Cannon, and Smith.

Extension—Professors Hickman, Rowe, Stanbury, Ormond, and Spence.

Representatives on Joint Committee on Junaluska School of Religion—President Few, Dean Russell, and Professor Garber.

SCHOOL OF RELIGION IN DUKE UNIVERSITY

GENERAL STATEMENT

Trinity College was established by Christian men for the purpose of providing education for young men and women under distinctively Christian auspices. There has been no departure from this clearly defined aim. On the contrary there has been ever-increasing emphasis placed upon this feature of the work of the college, especially in the provision in the curriculum for a great variety of courses on the Bible and other religious subjects.

Through the gift of Mr. James B. Duke, the School of Religion and its curriculum have been separated from the work of the Department of Religion in Trinity College. Among those for whom his gift was intended Mr. Duke placed ministers first. He felt sure that his native state of North Carolina stood in need first of a better educated and more efficiently trained ministry. The organization of the School of Religion of Duke University, the first of the professional schools to start its work, is the carrying out of this intention on the part of Mr. Duke. The work of the School began with the academic year 1926-27, though the exercises formally opening the School were not held until November 9, 1926.

Duke University retains the same close relationship which Trinity College always held to the Conferences in North Carolina of the Methodist Episcopal Church, South. This legal relationship has always been broadly interpreted. Members of all other Christian denominations, as well as Methodists, are made to feel welcome in the School of Religion. The basis on which the work is conducted is broadly catholic and not narrowly denominational.

THE PURPOSE OF THE SCHOOL OF RELIGION

Christian work has now expanded to the extent that it covers far more than the work of a preacher or minister. The School of Religion of Duke University purposes to offer train-

ing for all types of Christian service. This includes missionaries, teachers of Bible and other religious subjects in the schools and colleges of the Church, directors of religious education, and social workers. In the future it is planned to fit the courses more completely to the needs of these workers. Still it must be kept clear that the minister in charge of a church, who is placed before the people to preach the Gospel of Christ, is the center and key to the whole problem of Christian work in the church. It is felt with strong conviction that the training of all Christian workers should be maintained on a high level. Consequently this School of Religion is organized on a strictly graduate basis. It is sincerely hoped that the standard thus set may increasingly influence the type of men and women entering Christian work and may lead them to demand the best of themselves in the prosecution of the work of Christ among men.

RELATION OF THE SCHOOL OF RELIGION TO DUKE UNIVERSITY

As one of the coördinate schools of Duke University, the School of Religion is in closest touch with the other schools, particularly with Trinity College and with the Graduate School. Correspondence is invited from those who are interested in the possibility of securing degrees other than that of Bachelor of Divinity, which is granted upon recommendation of the faculty of the School of Religion. Seniors in Trinity College are admitted to certain courses in the School of Religion. Various privileges of Duke University are open to students of the School of Religion. Students in the School of Religion are expected to take part in the religious and social life of the University campus and to share in athletic interests and activities.

REQUIREMENTS FOR ADMISSION

Candidates for matriculation must be graduates of colleges of recognized standing. They will be admitted without examination on presentation of an official transcript of all college credits and such other credits as they may have secured. This applies to students coming from foreign countries as well as to students from institutions in the United States. They must

satisfy the faculty as to their Christian character and purpose. To this end a letter regarding a student's character and purpose from the pastor of his home church, a church official, or some faculty member in the college where he did his undergraduate work, should be presented at the time of admission. Women will be admitted on the same conditions as men.

ADMISSION TO ADVANCED STANDING

Students coming from colleges where departments of religion are maintained may be admitted to advanced courses in departments of the School of Religion in which they have done previous work as undergraduates. After one semester in residence, completing at least twelve semester-hours of work, students may make application to the faculty of the School of Religion for credit toward the Bachelor of Divinity degree for courses of senior-graduate rank taken as undergraduates.

PART TIME SCHEDULES

Students who are not giving full time to their studies in the School of Religion may carry only limited schedules of class work.

REQUIREMENTS FOR GRADUATION

The degree of Bachelor of Divinity will be conferred by Duke University on students in the School of Religion who satisfactorily complete the prescribed course of study, which consists of ninety semester-hours of work and a thesis. The course is planned to cover three years, of two semesters each, and students are urged to plan to spend in their theological studies the full time thus designated. In no case will the degree of Bachelor of Divinity be conferred on a student until he has spent at least two full semesters in residence in the School of Religion, and has satisfactorily completed a minimum of twenty-four semester-hours of work.

THESIS

A thesis is required of all candidates for the degree of Bachelor of Divinity. It shall be of such a character as shall evidence a knowledge of the methods of research and an ability

to conduct independent investigations. It shall be written upon some topic in the major field of study. The candidate is responsible for the selection of a suitable subject, which must be approved by the professor in charge of the major field, and must be filed with the Dean of the School of Religion on or before November 1 of the academic year in which it is expected that the degree will be conferred. Following the submission and approval of the subject of the thesis no changes shall be permitted, except changes for the purpose of clarification or limitation of the subject. The thesis shall be prepared under the supervision and guidance of the professor in charge of the major field. No student shall be allowed to write his thesis *in absentia* except on the approval of the dean and the professor in charge of the thesis. In all such cases regular reports as to the progress of the thesis must be made to the professor in charge, as often as he may deem wise.

The thesis shall be read by a committee of three members of the faculty of the School of Religion, one of whom shall be the professor under whose direction the thesis has been written, and two other members appointed by the dean, one of whom shall be of a department other than that in which the thesis is written. Each candidate shall be examined orally on his thesis by the committee appointed to read it, said examination not to exceed one hour in length. The thesis must be satisfactory to a majority of the members of the examining committee, including the representative of the department in which the thesis was written.

A complete typed copy of the thesis shall be in the hands of the professor under whom the thesis is written, for correction, by May 1, and three permanently-bound typewritten copies shall be presented for examination not later than May 15 of the year in which it is expected that the degree will be conferred. Theses submitted after May 15 shall not be considered as fulfilling the requirements for graduation in that academic year. In the case of extensive corrections of the thesis in the course of the examination such retyping and re-binding of the thesis as the committee of examination may desire shall be required.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF DIVINITY

GENERAL REQUIREMENTS

Ninety semester-hours are required for graduation. Forty-two of these must be the following:

Old Testament	6 s.h.
New Testament	6 s.h.
Christian Doctrine	6 s.h.
Church History	6 s.h.
Homiletics and Practical Theology	6 s.h.
Religious Education	3 s.h.
Psychology of Religion	3 s.h.
History of Religion and Missions	6 s.h.
	<hr/>
	42 s.h.

MAJORS AND THESIS

Each student must select a major field in which he elects to write his thesis and in which he must take twelve semester-hours in addition to the general requirement in that field. This choice must be made by the end of the Middle year. A student may take his major in any of the departments of the School of Religion. He may also take his major in English Bible. To major in that field, he must complete in addition to the required work in the departments of Old Testament and New Testament nine semester-hours in the department of Old Testament and nine semester-hours in the department of New Testament, exclusive of language.

12 s.h.

FREE ELECTIVES

Thirty-six semester-hours are designated as free electives. These are to be elected by the student, subject to the approval of the faculty.

36 s.h.

90 s.h.

REQUIRED AND ELECTIVE COURSES

OLD TESTAMENT

Required:

- | | | |
|----------|-----------------------------------|--------|
| 203-204. | Introduction to the Old Testament | 6 s.h. |
|----------|-----------------------------------|--------|

Electives:

- | | | |
|----------|-----------------------------------------------------|--------|
| 201-202. | Introductory Hebrew | 6 s.h. |
| 301. | Old Testament Theology | 3 s.h. |
| 302. | The Exegesis of Selected Books of the Old Testament | 3 s.h. |
| 305-306. | Pre-Mosaic Hebrew Religion | 6 s.h. |
| 307-308. | The Old Testament in Hebrew | 6 s.h. |
| 309-310. | Ancient Oriental History | 6 s.h. |

NEW TESTAMENT

Required:

- | | | |
|----------|--------------------------------|--------|
| 213-214. | The Beginnings of Christianity | 6 s.h. |
|----------|--------------------------------|--------|

Electives:

- | | | |
|----------|-------------------------------------------------------------|--------|
| 211-212. | Hellenistic Greek | 6 s.h. |
| 217. | The New Testament in Greek | 3 s.h. |
| 218. | The Exegesis of Selected Books of the New Testament | 3 s.h. |
| 219. | Life of Paul | 3 s.h. |
| 311. | The Life and Teachings of Jesus | 3 s.h. |
| 312. | New Testament Theology | 3 s.h. |
| 313-314. | The Exegesis of Selected Books of the New Testament | 6 s.h. |
| 315. | Judaism at the Beginning of the Christian Era | 3 s.h. |
| 316. | Hellenistic Religions at the Beginning of the Christian Era | 3 s.h. |

CHRISTIAN DOCTRINE

Required:

- | | | |
|------|-----------------------------------------|--------|
| 321. | Introduction to the Science of Theology | 3 s.h. |
| 322. | The Content of Christian Doctrine | 3 s.h. |

Electives:

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|------|-----------------------------------------------|--------|
| 323. | Theology in Ancient and Medieval Christianity | 3 s.h. |
| 324. | Theology in Modern Christianity | 3 s.h. |
| 325. | Soteriology | 3 s.h. |
| 326. | Eschatology | 3 s.h. |

Additional courses for a major in this department are Old Testament 301 and New Testament 312.

CHURCH HISTORY

Required:

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|------|-----------------------------------------|--------|
| 233. | Church History to the Reformation | 3 s.h. |
| 234. | The History of the Evangelical Movement | 3 s.h. |

Electives:

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|----------------------------------------------------------|--------|
| 333. The Denominations in America: the Colonial Period | 3 s.h. |
| 334. The Denominations in America: the National Period | 3 s.h. |
| 335. Religion in the Southern States since the Civil War | 3 s.h. |
| 336. Methodism | 3 s.h. |
| 337. Protestantism and Catholicism in Europe since 1800 | 3 s.h. |
| 338. Great Men of the Christian Church | 3 s.h. |

HOMILETICS AND PRACTICAL THEOLOGY*Required:*

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|------------------------------------------------|--------|
| 341. Homiletics, <i>and either</i> | 3 s.h. |
| 251. The Rural Church and Sociology, <i>or</i> | 3 s.h. |
| 252. Rural Church Administration, <i>or</i> | 3 s.h. |
| 342. Sermon Construction, <i>or</i> | 3 s.h. |
| 343. Homiletical Argumentation, <i>or</i> | 3 s.h. |
| 344. Psychology of Preaching, <i>or</i> | 3 s.h. |
| 345. City Church Administration, <i>or</i> | 3 s.h. |
| 346. Public Worship | 3 s.h. |

Electives:

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|-------------------------------------|--------|
| 251. The Rural Church and Sociology | 3 s.h. |
| 252. Rural Church Administration | 3 s.h. |
| 342. Sermon Construction | 3 s.h. |
| 343. Homiletical Argumentation | 3 s.h. |
| 344. Psychology of Preaching | 3 s.h. |
| 345. City Church Administration | 3 s.h. |
| 346. Public Worship | 3 s.h. |
| 348. Church Music and Religious Art | 3 s.h. |

RELIGIOUS EDUCATION*Required:*

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|-----------------------------------------------------|--------|
| 261. An Educational Approach to Religion, <i>or</i> | 3 s.h. |
| 262. Organization of Religious Education | 3 s.h. |

Electives:

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|--------------------------------------------------------|--------|
| 263. Curriculum of Religious Education | 3 s.h. |
| 264. Technic of Teaching Religion | 3 s.h. |
| 265. Religious Drama | 3 s.h. |
| 362. Religious Education in Social Reconstruction | 3 s.h. |
| 363-364. Religious Education and American Civilization | 6 s.h. |
| 365. Character Education and the State | 3 s.h. |
| 366. Philosophy of Religious Education | 3 s.h. |
| 381-382. Seminar | 4 s.h. |

PSYCHOLOGY OF RELIGION*Required:*

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|-------------------------------------------------|--------|
| 275. Introduction to the Psychology of Religion | 3 s.h. |
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Electives:

276.	Advanced Psychology of Religion	3 s.h.
371.	The Religious Experience of the Child	3 s.h.
372.	The Religious Experience of Youth	3 s.h.
375-376.	Seminar: Studies in Mysticism	4 s.h.
377-378.	Seminar: Theories of Self	4 s.h.

HISTORY OF RELIGION AND MISSIONS*Required:*

281.	The Nature and Early Development of Religion, <i>or</i>	3 s.h.
282.	Living Religions of the World, <i>and either</i>	3 s.h.
283.	Expansion of Christianity, <i>or</i>	3 s.h.
284.	Principles of Missions	3 s.h.

Electives:

281.	The Nature and Early Development of Religion	3 s.h.
282.	Living Religions of the World	3 s.h.
283.	Expansion of Christianity	3 s.h.
284.	Principles of Missions	3 s.h.
381.	Leading Ideas of Religion (God, Sin, and Salvation)	3 s.h.
382.	Leading Ideas of Religion (Future Life and Ethics)	3 s.h.
383.	Buddhism	3 s.h.
384.	Mohammedanism	3 s.h.
385.	Christianity and World Movements	3 s.h.
386.	Missionary Problems	3 s.h.

PHILOSOPHY*Electives:*

203.	The Philosophy of Conduct	3 s.h.
204.	Christian Ethics	3 s.h.
205-206.	Idealism	6 s.h.
261-262.	The Philosophy of Religion	6 s.h.

SOCIOLOGY*Electives:*

205.	Social Pathology	3 s.h.
206.	Criminology	3 s.h.
212.	Child Welfare	3 s.h.
217.	General Anthropology	3 s.h.
218.	Cultural Anthropology	3 s.h.
219.	Principles of Sociology	3 s.h.
220.	History of Social Philosophy	3 s.h.
301.	Sociology and Religion	3 s.h.

DISTRIBUTION OF COURSES BY YEARS

JUNIOR YEAR

Old Testament	6 s.h.
New Testament	6 s.h.
Church History	6 s.h.

The remaining twelve semester-hours shall be chosen from courses in Greek, Hebrew, Homiletics and Practical Theology, Religious Education, Psychology of Religion, History of Religion and Missions, but not more than six semester-hours shall be taken in one department.

12 s.h.

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30 s.h.

MIDDLE YEAR

Christian Doctrine	6 s.h.
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After completing all other required courses, the remainder of the work of this year is elective; but not more than twelve semester-hours shall be taken in one department.

24 s.h.

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30 s.h.

SENIOR YEAR

In the Senior year the student must fulfill all general requirements not completed in the Junior and Middle years. The remainder of the work is elective.

30 s.h.

*COURSES OF INSTRUCTION

OLD TESTAMENT

Odd-numbered courses are offered in the first semester, even-numbered courses in the second semester.

201-202. Introductory Hebrew.—A study in the Hebrew language. The reading of the first eight chapters of Genesis inductively. T.Th.S. at 8:40. **6 s.h.** PROFESSOR _____

203-204. Introduction to the Old Testament.—The origin, literary form, and contents of the books of the Old Testament in their historical setting. M.W.F. at 8:40. **6 s.h.** PROFESSOR RUSSELL

301. Old Testament Theology.—The religious and ethical teachings of the books of the Old Testament in their historical development. Prerequisite, Old Testament 203-204. M.T.W. at 10:40. **3 s.h.** PROFESSOR RUSSELL

302. The Exegesis of Selected Books of the Old Testament.—The books to be studied will be chosen from the following list: Job, Second Isaiah, Zechariah, the Psalms. The study will be based on the English text. Prerequisite, Old Testament 203-204. M.T.W. at 10:40. **3 s.h.** PROFESSOR RUSSELL

305-306. Pre-Mosaic Hebrew Religion.—Its historical portrayal in the Old Testament. Prolegomena to the study of Old Testament history and literature. No knowledge of Hebrew required. M.W.F. at 12:10. **6 s.h.** PROFESSOR _____

[Not offered in 1932-1933]

307-308. The Old Testament in Hebrew.—Parts of the Pentateuch are read during the first semester. Selections from the prophets are the basis for the study in the second semester. M.W. at 4. **6 s.h.** PROFESSOR _____

309-310. Ancient Oriental History.—The aim of this course is to show the relations of Minoan, Philistine, Ancient Egyptian, and Assyro-Babylonian history and literature to the Old Testament and to the early history of the Hebrews. M.T.W. at 8:40. **6 s.h.** PROFESSOR _____

[Not offered in 1932-1933]

* On recommendation of the department concerned courses offered in the Graduate School of Arts and Sciences, other than those approved for credit in the School of Religion, may be approved for credit in individual cases, each case to be decided on its merits.

NEW TESTAMENT

211-212. Hellenistic Greek.—A course for students who wish to begin the study of the language of the New Testament. Selections from the New Testament will be read in the second semester. M.W.F. at 8:40. **6 s.h.**, provided the student takes New Testament 217-218 the following year. DR. CLARK

213-214. The Beginnings of Christianity.—A survey course dealing with the background, the beginnings, and the early history of Christianity. Special attention is given to the creation of the literature of the New Testament. M.W.F. at 9:40. **6 s.h.** DR. CLARK

217. The New Testament in Greek.—Rapid reading in Greek text of the New Testament. Prerequisite, six semester-hours study of the Greek language. T.Th.S. at 9:40. **3 s.h.** DR. CLARK

218. The Exegesis of Selected Books of the New Testament.—The books studied will be Galatians, Colossians, and Hebrews. The course will be based on the Greek text. T.Th.S. at 9:40. **3 s.h.** PROFESSOR RUSSELL

219. Life of Paul.—A study of Paul's life on the basis of the Acts and the epistles. Consideration is given to Paul as a man, the factors entering into his character, and his permanent contribution to the world. M.W.F. at 9:40. **3 s.h.** PROFESSOR MYERS
[Not offered in 1932-1933]

311. The Life and Teachings of Jesus.—Prerequisite, New Testament 213-214. Th.F.S. at 10:40. **3 s.h.** PROFESSOR RUSSELL

312. New Testament Theology.—The teaching of the books of the New Testament in their historical development. Prerequisite, New Testament 311. Th.F.S. at 10:40. **3 s.h.** PROFESSOR RUSSELL

313. The Exegesis of Selected Books of the New Testament.—The books studied will be I Corinthians, II Timothy, I Peter, and selections from the Apocalypse of John. The study will be based on the Greek text. Prerequisite, New Testament 217, or its equivalent. Th.F.S. at 10:40. **3 s.h.** DR. CLARK

314. The Exegesis of Selected Books of the New Testament.—The books studied will be Romans, James, and the First Epistle of John. The study will be based on the English text. Prerequisite, New Testament 213-214, or its equivalent. T.Th.S. at 12:10. **3 s.h.** DR. CLARK

315. Judaism at the Beginning of the Christian Era.—A study of Judaism from the time of Ben Sirach to the writing of the Mishna. Prerequisite, New Testament 213-214, or its equivalent. Th.F.S. at 10:40. **3 s.h.**

PROFESSOR BRANSCOMB

[Not offered in 1932-1933]

316. Hellenistic Religions at the Beginning of the Christian Era.—Prerequisite, New Testament 213-214. Th.F.S. at 10:40. **3 s.h.**

PROFESSOR RUSSELL

[Not offered in 1932-1933]

CHRISTIAN DOCTRINE

321. Introduction to the Science of Theology.—A consideration of theology as a branch of science and an indication of some of the results obtained through the use of the scientific method in theological investigation. M.W.F. at 8:40. **3 s.h.**

PROFESSOR ROWE

322. The Content of Christian Doctrine.—A comprehensive survey of the leading doctrines of Christianity in the light of the religious thought and experience of the present age. M.W.F. at 8:40. **3 s.h.**

PROFESSOR ROWE

323. Theology in Ancient and Medieval Christianity.—The history of Christian thought from the Greek Fathers to the Scholastics with special attention to the ecumenical creeds. Prerequisite, Christian Doctrine 321-322. M.T.W. at 9:40. **3 s.h.**

PROFESSOR ROWE

324. Theology in Modern Christianity.—The history of Christian thought from the beginning of the Reformation to the present time. Prerequisite, Christian Doctrine 321-322. M.T.W. at 9:40. **3 s.h.**

PROFESSOR ROWE

325. Soteriology.—A study of the Christian doctrine of salvation and a comparison of the various ways by which the saving power of God is thought to take effect in personal and social life. Prerequisite, Christian Doctrine 321-322. M.W.F. at 12:10. **3 s.h.**

PROFESSOR ROWE

326. Eschatology.—A study of "the last things" in the light of the Christian hope for the individual and for society with special emphasis upon personal immortality. Prerequisite, Christian Doctrine 321-322. M.W.F. at 12:10. **3 s.h.**

PROFESSOR ROWE

CHURCH HISTORY

233. Church History to the Reformation.—A survey of the growth of the Christian Church from the Apostolic Age to the Reformation. M.W.F. at 10:40. **3 s.h.**

PROFESSOR GARBER

234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. M.W.F. at 10:40. **3 s.h.**

PROFESSOR GARBER

333. The Denominations in America: the Colonial Period.—A study of the transfer of the various denominations to the English colonies, and their problems to the Revolutionary War. Prerequisite, Church History 233-234. M.T.W. at 12:10. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1932-1933]

334. The Denominations in America: the National Period.—Major emphasis is placed upon relations of church and state, steps toward Christian unity, the small sects, the Young People's Movement, Christian education, and modern theological issues. Prerequisite, Church History 233-234. M.W.F. at 12:10. **3 s.h.**

PROFESSOR GARBER

335. Religion in the Southern States since the Civil War.—A detailed study of the religious life of the southern people since 1865. Prerequisite, Church History 233-234. M.W.F. at 9:40. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1932-1933]

336. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America. Prerequisite, Church History 233-234. M.T.W. at 12:10. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1932-1933]

337. Protestantism and Catholicism in Europe since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. Prerequisite, Church History 233-234. M.T.W. at 12:10. **3 s.h.**

PROFESSOR GARBER

338. Great Men of the Christian Church.—A study of outstanding individuals who have in different ways influenced the thought and program of the Christian Church. The life, work, and contributions of about twenty representative Christian leaders. Prerequisite, Church History 233-234. M.W.F. at 9:40. **3 s.h.**

PROFESSOR GARBER

[Not offered in 1932-1933]

HOMILETICS AND PRACTICAL THEOLOGY

251. The Rural Church and Sociology.—A study of the religious, social, educational, and economic conditions of the country; the historical development of the church in the midst of rural social relations; an attempt to discover the present obligation of the church. T.Th.S. at 8:40. **3 s.h.**

PROFESSOR ORMOND

252. Rural Church Administration.—This course will deal with the functions of the rural church; the minister's attitude toward rural life, his mission to the rural people, as well as his service in managing the organization of and supervising the church program. T.Th.S. at 8:40. **3 s.h.**

PROFESSOR ORMOND

341. Homiletics.—An introduction to the theory and practice of preaching. Practical problems in preaching are investigated, to determine the causes of success and failure. Opportunity for practice preaching will be afforded. T.Th.S. at 9:40. **3 s.h.** PROFESSOR HICKMAN

342. Sermon Construction.—A study of problems in sermon construction and points of psychological contact between the preacher and his congregation. The class work will involve a critical analysis of selected sermons, with written reports. T.Th.S. at 9:40. **3 s.h.** PROFESSOR HICKMAN

343. Homiletical Argumentation.—A study of reasoning processes employed in the composition of sermons. Principles of argumentation inductively derived. M.W.F. at 10:40. **3 s.h.** PROFESSOR HICKMAN

344. Psychology of Preaching.—A psychological study of the preaching motive, the relation of the preacher to his congregation, and the relation of the preacher to society in general. M.W.F. at 10:40. **3 s.h.** PROFESSOR HICKMAN

345. City Church Administration.—A survey of the duties, relationships, and opportunities of the pastorate in the modern urban community; church management and organization; ecclesiastical procedure and law; projects in local churches. M.W.F. at 12:10. **3 s.h.** PROFESSOR STANBURY

346. Public Worship.—Problems of the Church's inner and corporate life; a study of the aims, spirit, and conduct of public worship; projects in the constructive criticism of worship. M.W.F. at 12:10. **3 s.h.** PROFESSOR STANBURY

348. Church Music and Religious Art.—A study of the use of music and art in public worship. M.T.W. at 12:10. **3 s.h.** MR. BARNES

353-354. Practicum on Rural Church Work.—In this course an attempt will be made to develop ministerial efficiency by conserving the educational values of actual experiences of ministerial students in rural churches. Th. at 2:00. **2 s.h.** PROFESSOR ORMOND

RELIGIOUS EDUCATION

261. An Educational Approach to Religion.—A study in the educational theory of religion, including a discussion of the social, psychological, and theological aspects of moral and religious growth. T.Th.S. at 12:10. **3 s.h.** PROFESSOR SMITH

262. Organization of Religious Education.—The development of a system of organization and administration based upon constructive educational theory, and embracing week-day as well as Sunday agencies of religious education. T.Th.S. at 12:10. **3 s.h.** PROFESSOR SPENCE

263. Curriculum of Religious Education.—Educational conceptions of the curriculum; values and uses of current curricula; principles and technics of curriculum construction. M.W.F. at 9:40. **3 s.h.** PROFESSOR SPENCE

264. Technic of Teaching Religion.—Objectives and principles of the teaching process, including a discussion of the major types of educational procedure. M.W.F. at 9:40. **3 s.h.** PROFESSOR SPENCE

265. Religious Drama.—A study of the uses and underlying principles of religious drama, followed by a critical examination of selected dramatic productions. T.Th.S. at 12:10. **3 s.h.** PROFESSOR SPENCE

362. Religious Education in Social Reconstruction.—Following the consideration of religious education as a social process, one or more major social issues in contemporary civilization will be critically examined from the standpoint of education's contribution toward social reconstruction. Prerequisite, three semester-hours in sociology and Religious Education 261 or its equivalent. T.Th.S. at 9:40. **3 s.h.** PROFESSOR SMITH

363-364. Religious Education and American Civilization.—A survey of the origin and growth of cultural values in the rise of American civilization, with a concomitant investigation of the educational processes of church and state in the shaping of moral and religious personality. Prerequisite, Religious Education 261, or its equivalent. M.W.F. at 9:40. **6 s.h.** PROFESSOR SMITH

365. Character Education and the State.—A study of the state as character educator, involving a critical examination of the ethical philosophy of the secular state, and of the modern theories and practices of character education. Prerequisite, Religious Education 261, or its equivalent. M.T.W. at 8:40. **3 s.h.** PROFESSOR SMITH

366. Philosophy of Religious Education.—A critical study of the basic concepts and theories underlying religious education. Prerequisite, Religious Education 261, or its equivalent. M.T.W. at 8:40. **3 s.h.** PROFESSOR SMITH

381-382. Seminar.—Directed research. Available only upon approval of Department. Th. 4:00-6:00. **4 s.h.** DEPARTMENTAL STAFF

PSYCHOLOGY OF RELIGION

275. Introduction to the Psychology of Religion.—Study of the major factors of religious experience, together with conditions bearing upon its genesis and growth. T.Th.S. at 8:40. **3 s.h.** PROFESSOR HICKMAN

276. Advanced Psychology of Religion.—Psychological study of such problems as worship, prayer, and various types of belief. Some attention to special problems. Prerequisite, Psychology of Religion 275, or its equivalent. T.Th.S. at 8:40. **3 s.h.** PROFESSOR HICKMAN

371. The Religious Experience of the Child.—A psychological study of the developing religious experience of childhood, involving a consideration of the principles of genetic psychology. Prerequisite, one course

in general psychology. M.W.F. at 10:40. **3 s.h.** PROFESSOR HICKMAN
[Not offered in 1932-1933]

372. The Religious Experience of Youth.—A continuation of Psychology of Religion 371. Prerequisite, one course in general psychology. M.W.F. at 10:40. **3 s.h.** PROFESSOR HICKMAN

[Not offered in 1932-1933]

375-376. Seminar: Studies in Mysticism.—Examination of principal phases of religious mysticism to discover their abiding worth in religious experience. Prerequisite, Psychology of Religion 275, or equivalent. Hours to be arranged. **4 s.h.** PROFESSOR HICKMAN

377-378. Seminar: Theories of Self.—Bearing of psychological theories of self upon religious theory. For advanced students in philosophy, psychology, or psychology of religion. Hours to be arranged. **4 s.h.**

PROFESSOR HICKMAN

[Not offered in 1932-1933]

HISTORY OF RELIGION AND MISSIONS

281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. T.Th.S. at 9:40. **3 s.h.** PROFESSOR CANNON

282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. T.Th.S. at 9:40. **3 s.h.** PROFESSOR CANNON

283. Expansion of Christianity.—Apostolic missions, conquest of the Roman Empire, winning of northern Europe, the modern missionary era, status of missionary work in important areas, social aspects of missions, missionary biography. T.Th.S. at 10:40. **3 s.h.**

PROFESSOR CANNON

284. Principles of Missions.—The great missionary agencies, their foundation and growth; creation and cultivation of the missionary spirit at the home base; training and work of the pastor; principles and practice of missionary education; organization of the local congregation for its missionary tasks. T.Th.S. at 10:40. **3 s.h.** PROFESSOR CANNON

381. Leading Ideas of Religion.—The idea of God and the doctrine of sin and salvation in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. at 9:40. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1932-1933]

382. Leading Ideas of Religion.—The conception of the future life and ethical ideals and practice in the religions of the world. Prerequisite, History of Religion and Missions 281 or 282. M.W.F. at 9:40. **3 s.h.**

PROFESSOR CANNON

383. Buddhism.—India at the rise of Buddhism. Life of the Buddha and the teachings of early Buddhism. Development into the Hinayana and Mahayana schools, its spread and present condition in southern and eastern Asia. Prerequisite, History of Religion and Missions 282. M.W.F. at 9:40. **3 s.h.**

PROFESSOR CANNON

384. Mohammedanism.—The life of Mohammed and the religion of Islam, special attention being given to the Koran and its teaching. The aim is to interpret Mohammedanism as a force today. Prerequisite, History of Religion and Missions 282. M.W.F. at 9:40. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1932-1933]

385. Christianity and World Movements.—Relation of Christianity to significant world movements,—race, war, industry, world peace. T.Th.S. at 10:40. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1932-1933]

386. Missionary Problems.—Needs of particular fields, types of work, relations of older and younger churches, nationalist movements, qualification and training of candidates, education and other selected problems. Prerequisite, History of Religion and Missions 283 or 284. T.Th.S. at 10:40. **3 s.h.**

PROFESSOR CANNON

[Not offered in 1932-1933]

PHILOSOPHY

203. The Philosophy of Conduct.—This course attempts a critical inquiry into the fundamental concepts and principles of human conduct. These are approached from the standpoint of nature, psychology, and philosophy. It analyzes the content of moral consciousness and seeks to find the laws that rule in the realm of virtue and finally to discover the ultimate nature of the right. T.Th.S. at 12:10. **3 s.h.**

PROFESSOR CRANFORD

204. Christian Ethics.—This course attempts a critical inquiry into the fundamental concepts and principles of conduct in the light of Christianity. It seeks to show the practical application of these concepts and principles in a doctrine of Christian virtue and duties. T.Th.S. at 12:10. **3 s.h.**

PROFESSOR CRANFORD

205-206. Idealism.—A survey of idealistic systems of philosophy, with chief emphasis on the more recent developments in idealistic thinking. M.W.F. at 10:40. **6 s.h.**

PROFESSOR CRANFORD

***261-262. The Philosophy of Religion.**—A critical consideration of the data of empirical religion and the constructive development of a modern philosophy of religion. M.W.F. at 2:00. **6 s.h.**

PROFESSOR WIDGERY

SOCIOLOGY

***205. Social Pathology.**—A study of the causes, extent, significance, and constructive treatment of the principal forms of pathology in modern society: Poverty, physical defectiveness, malnutrition, feeble-mindedness,

insanity, undirected leisure activities, and unstandardized commercial recreation, alcoholism, prostitution, vagrancy, and delinquency. T.Th.S. at 8:40. **3 s.h.** PROFESSOR JENSEN

***206. Criminology.**—A study of the original tendencies of man and the problem of socializing these tendencies; the development of criminological theory and procedure, emphasizing penal and reform methods, and especially modern methods of social treatment and prevention of crime. Prerequisite, six semester-hours in undergraduate sociology or Sociology 301. T.Th.S. 8:40. **3 s.h.** PROFESSOR JENSEN

***212. Child Welfare.**—A study of heredity and environment as factors in personality development; infant conservation; welfare responsibilities of the school; child labor, diagnosis and treatment of delinquency; care of the dependent and neglected child; child-caring agencies, public and private; and a community program of child welfare. Prerequisite, six semester-hours in undergraduate sociology or Sociology 301. M.W.F. at 8:40. **3 s.h.** PROFESSOR JENSEN

217. General Anthropology.—A study of the origin and evolution of man as an animal and of the different races of mankind. The prehistoric human types, the principles of ethnology, and the characteristics of the Negro, Mongolian, American, and Caucasian races. M.W.F. at 10:40. **3 s.h.** PROFESSOR ELLWOOD

218. Cultural Anthropology.—A study of social origins and of the earliest stages of cultural evolution; the stone and metal ages; the origins of industry, language, magic, religion, morals, science, art, and social organization in the family, horde, clan, and tribe. M.W.F. at 10:40. **3 s.h.** PROFESSOR ELLWOOD

219. Principles of Sociology.—A critical study of sociological theory. The sociological theories of recent writers will be critically examined with a view to laying the foundation for a constructive theory of the social life in modern biology and psychology. T.Th.S. at 9:40. **3 s.h.** PROFESSOR ELLWOOD

220. History of Social Philosophy.—Lectures on the development of social thought from Aristotle to the present; the social philosophies of Plato, Aristotle, St. Augustine, Thomas Aquinas, Machiavelli, Bodin, Hobbes, Locke, Vico, Montesquieu, Rousseau, Condorcet, and the sociological systems of Comte, Spencer, Shaeffle, Lilienfeldt, Gumpłowicz, Ratzenhofer, and Ward, will, among others, be considered. T.Th.S. at 9:40. **3 s.h.** PROFESSOR ELLWOOD

***301. Sociology and Religion.**—The bearing of sociology upon religious problems and religious work. M.W.F. at 8:40. **3 s.h.**

PROFESSOR JENSEN

* Courses offered in the Graduate School of Arts and Sciences which are credited toward the degree of Bachelor of Divinity.

GENERAL INFORMATION

FEES

Room-rent and tuition are remitted to students matriculated in the School of Religion, for which they are expected to render service from time to time which shall not interfere with their work in the School of Religion.

Each student is assessed per semester as follows:

Matriculation fee	\$25.00
Library fee	5.00
Athletic fee	5.00
Publication fee (optional)	2.50
Hospital fee	2.00
Damage fee	1.00

Each student is assessed in the last semester before a degree is conferred, a commencement fee of three dollars and a diploma fee of five dollars. The latter fee is refunded if the diploma is not awarded.

LATE REGISTRATION

Students matriculating in either semester at a date later than that prescribed in the catalogue shall pay to the treasurer of the University a penalty of five dollars.

STUDENT AID

Scholarships are available for ministerial students, the terms of which may be ascertained by correspondence with the Registrar of the School of Religion. Aid is also given in securing positions in churches. Students who need financial help may be assured that the administration will do all in its power to give the necessary assistance.

THE LIBRARY

The School of Religion has its own library, conveniently housed in the School of Religion building. This library which contains materials dealing with the subject of religion, already numbers nearly twenty thousand volumes. It has been carefully selected and is the equivalent in working efficiency of many li-

braries which are much larger. It is already rich in complete files of the more important journals and periodicals, in sets containing source materials for the study of the history of religion and missions, in facsimiles of the more important manuscripts of the New Testament, and in source materials in the field of American church history. The library is being rapidly expanded. Two private libraries of note have been purchased, one of the late Dr. Graf von Baudissin, Professor of Old Testament at the University of Berlin, and the other of the late Dr. Karl Hall, Professor of Church History in the same university, and these have added valuable materials in these fields. One of the outstanding possessions of the library, is a magnificent Greek manuscript of the XIII or XIV centuries containing the entire text of the New Testament.

Besides this special library, students of the School of Religion have the use of the main library of the University, the library of the School of Law and the library of the School of Medicine. All of these libraries are located near the School of Religion building.

RELIGIOUS LIFE

The students of the School of Religion are expected to attend the regular University chapel services which are held on Tuesday, Wednesday, Friday, and Saturday of each week. A special chapel service for the School of Religion is held each Thursday morning.

In this, as in other features of the University life, the students of the School of Religion are urged to identify themselves with the life of the whole student group.

DATE OF REGISTRATION

Class work in the School of Religion for the academic session of 1932-1933 will begin Monday, September 26, 1932. The registration of students in the School of Religion will begin on Friday, September 23, 1932. Registration should be completed by Saturday, September 24, 1932.

ADDITIONAL INFORMATION

Requests for information not contained in this catalogue should be addressed to the Registrar of the School of Religion, Duke University, Durham, North Carolina.

JUNALUSKA SCHOOL OF RELIGION

ANNOUNCEMENT

The fifth session of the Junaluska School of Religion will be held at Lake Junaluska, North Carolina, from July 25 to September 2, 1932. It will be conducted under the joint management of Duke University and the Board of Christian Education with the coöperation of the Board of Missions and other boards of the Methodist Episcopal Church, South.

The purpose is to conduct a Summer School of Religion to meet the growing demand for advanced study in the Bible, Theology, Religious Education, Missions, and allied subjects.

There will be two classes of students, those who are graduates of high schools and who may have had one or more years in college, and those who are graduates of colleges. The school is open to men and women. The credits secured for work done will be Duke University credits, and will count toward the A.B. and B.D. degrees.

The School is designed for pastors, church workers, missionaries, and students who desire to fit themselves better for their work or to add credits looking toward the securing of university degrees.

INSTRUCTORS

ELBERT RUSSELL, A.B., A.M., Ph.D.

Dean of the School of Religion and Professor of Biblical Interpretation,
DUKE UNIVERSITY.

PAUL NEFF GARBER, A.B., A.M., Ph.D.,

Registrar of the School of Religion and Professor of Church History,
DUKE UNIVERSITY.

WYATT AIKEN SMART, A.B., B.D., D.D.,

Professor of Biblical Theology,
EMORY UNIVERSITY.

HILRIE SHELTON SMITH, A.B., A.M., B.D., Ph.D.,

Professor of Religious Education,
DUKE UNIVERSITY.

ALFRED WASHINGTON WASSON, A.B., B.D., S.T.M., LL.D.,
Professor of Missions,
 SOUTHERN METHODIST UNIVERSITY.

COURSES

Courses will be offered meeting five times a week for eighty-minute periods. Each course, satisfactorily completed, will receive a credit of three semester-hours in Duke University. Two such courses may be taken by each student. The courses offered are divided into two groups. The first group consists of courses for college undergraduates who are graduates of high schools and who desire credits looking toward the A.B. degree. The second group consists of courses for college graduates who desire credits looking toward the B.D. degree. These courses may also be taken by college undergraduates who have completed the junior year and who are ranked as incoming seniors in college.

GROUP I

FOR COLLEGE UNDERGRADUATES

Course 1. The Teachings of Jesus.—Using the Synoptic Gospels as a basis, the teachings of Jesus on religious, ethical and social subjects will be studied in an effort better to understand His own thought and His message to the world.
 PROFESSOR SMART

Course 3. Old Testament History.—A survey of the history of the Hebrews in its relation to contemporary oriental history, with special emphasis on the literature and religious institutions.

PROFESSOR RUSSELL

Course 5. The World Task of the Church.—Survey of world field; modern aim, motives, and justification for missions; principles and methods; the indigenous church; the home base including functions and organization of mission boards, problems of administration, and missionary education.

PROFESSOR WASSON

Course 7. American Christianity.—The growth of the different branches of the Christian Church in the United States, Canada, and Hispanic-America in the 19th century.

PROFESSOR GARBER

GROUP II

FOR COLLEGE GRADUATES (AND FOR COLLEGE SENIORS)

Course 2. The Epistle to the Hebrews and the General Epistles.—

PROFESSOR SMART

Course 4. Old Testament Literature.—A study of the story-literary element in the Old Testament with reference to both form and content; and the elements and chief forms of Old Testament poetry, especially the Psalms.

PROFESSOR RUSSELL

Course 6. Religious Education and Contemporary Civilization.—A realistic analysis of the ethical and religious issues in contemporary American civilization, with a critical appraisal of the function of Christian education as an agency of social and religious reconstruction.

PROFESSOR SMITH

Course 8. Methodism.—A study of the beginnings and growth of the Methodist societies in England, of early Methodism in America, and of the development of the several branches of the Methodist Church in America.

PROFESSOR GARBER

Course 10. History of Religion.—Nature of religion; primitive forms; theories of origin and development; outline history of great non-Christian religions.

PROFESSOR WASSON

THE SUMMER SCHOOLS

1932

JUNE 14-JULY 22; JULY 23-AUGUST 31

JUNALUSKA SUMMER SCHOOL, INC.

(AFFILIATED WITH DUKE UNIVERSITY)

JUNE 13-JULY 22

LAKE JUNALUSKA, N. C.

ADMINISTRATIVE OFFICERS

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PRESIDENT OF DUKE UNIVERSITY

ROBERT LEE FLOWERS, A.M., LL.D.,
VICE-PRESIDENT OF DUKE UNIVERSITY AND MEMBER OF THE FACULTY
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WILLIAM HANE WANNAMAKER, A.B., A.M., Litt.D.,
VICE-PRESIDENT OF DUKE UNIVERSITY AND MEMBER OF THE
FACULTY COMMITTEE ON THE SUMMER SCHOOL

HOLLAND HOLTON, A.B., J.D.,
DIRECTOR OF THE SUMMER SCHOOL AND CHAIRMAN OF THE FACULTY
COMMITTEE ON THE SUMMER SCHOOL

WILLIAM KENNETH BOYD, A.B., A.M., Ph.D.,
MEMBER OF THE FACULTY COMMITTEE ON THE SUMMER SCHOOL

ALICE MARY BALDWIN, A.B., A.M., Ph.D.,
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ARTHUR MARCUS PROCTOR, A.B., A.M., Ph.D.,
ASSOCIATE DIRECTOR OF THE SUMMER SCHOOL

MARY GRACE WILSON, A.B.,
SOCIAL DIRECTOR AND ACTING DEAN OF WOMEN

MAY McLELLAND, A.B.,
(*Dean, Peace Institute*),
SOCIAL DIRECTOR AND ACTING DEAN OF WOMEN (SECOND TERM)

FLORA MARIE MEREDITH, A.B.,
(*Assistant Dean, North Carolina College for Women*),
ASSISTANT DEAN OF WOMEN

FACULTY

ANDREW RUNNI ANDERSON,

(Duke University),

A.B., University of Wisconsin; Ph.D., Harvard;

LATIN.

HAROLD CRUSIUS BIRD,

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Ph.B., C.E., Yale;

CIVIL ENGINEERING.

WILLIAM KENNETH BOYD,

(Duke University),

A.B., A.M., Duke; Ph.D., Columbia;

HISTORY.

WILLIAM ARTHUR BROWNELL,

(Duke University),

A.B., Allegheny College; A.M., Ph.D., The University of Chicago;

EDUCATION.

JAMES CANNON, III.,

(Duke University),

A.B., Duke; A.M., Princeton; Th.B., Th.M., Princeton Theological
Seminary; Edinburgh, 1919; Garrett, 1924;

RELIGION.

BENJAMIN GUY CHILDS,

(Duke University),

A.B., A.M., University of Virginia; University of Virginia, 1921-22;

EDUCATION.

WILLIAM JOSEPH HENRY COTTON,

(Duke University),

A.B., Temple University; A.M., Ph.D., University of Pennsylvania;

ECONOMICS.

FREDERICK AUGUSTUS GRANT COWPER,

(Duke University),

A.B., A.M., Trinity (Conn.); University of Strassburg, 1906-07; University
of Geneva, 1907-08; Ph.D., The University of Chicago;

FRENCH.

DUKE UNIVERSITY

BERT CUNNINGHAM,

*(Duke University),*B.S., M.S., Illinois Wesleyan; A.M., Duke; Ph.D., University of Wisconsin;
BIOLOGY.

CHARLES WILLIAM EDWARDS,

*(Duke University),*A.B., Duke; A.M., Tulane; M.S., New York University; Columbia,
1896-98; Harvard, 1926;
PHYSICS.

WILLIAM WHITFIELD ELLIOTT,

*(Duke University),*B.A., Hampden-Sydney; M.A., University of Kentucky; Ph.D., Cornell;
MATHEMATICS.

PAUL NEFF GARBER,

*(Duke University),*A.B., Bridgewater; A.M., Ph.D., University of Pennsylvania; Crozer
Theological Seminary, 1919-21;
RELIGION: CHURCH HISTORY.

WALTER KIRKLAND GREENE,

*(Duke University),*A.B., Wofford; A.M., Vanderbilt; A.M., Ph.D., Harvard;
ENGLISH.

WILLIAM HOLLAND HALL,

*(Duke University),*A.B., A.M., Duke; B.C.E., University of Michigan; M.S.C.E.,
University of Wisconsin;
ENGINEERING.

EARL JEFFERSON HAMILTON,

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A.M., Ph.D., Harvard;
ECONOMICS.

GEORGE THOMAS HARGITT,

*(Duke University),*Ph.B., Syracuse; A.M., University of Nebraska; Ph.D., Harvard;
ZOOLOGY.

HOLLAND HOLTON,

*(Duke University),*A.B., Duke; J.D., The University of Chicago; The University of
Chicago, 1926-27;
EDUCATION.

BRADY RIMBEY JORDAN,

(Duke University),

Litt.B., Princeton; Ph.D., Wisconsin;

FRENCH.

CHARLES ALBERT KRUMMEL,

*(Duke University),*Ph.B., Central Wesleyan College; Ph.M., Syracuse University; Ph.D.,
University of Wisconsin; University of Marburg, 1910;

GERMAN.

JESSE MARVIN ORMOND,

(Duke University),

A.B., Duke; B.D., Vanderbilt;

RELIGION.

WILLIAM WALTER RANKIN,

*(Duke University),*B.E., North Carolina State College of Agriculture and Engineering; M.A.,
University of North Carolina; Harvard, 1914-15; Columbia, 1919-21;

MATHEMATICS.

RUSKIN RAYMOND ROSBOROUGH,

*(Duke University),*A.M., Ph.D., University of Pennsylvania; Docteur en Philologie
Classique, Université de Louvain;

LATIN.

HERSEY EVERETT SPENCE,

(Duke University),

A.B., A.M., B.D., Duke; The University of Chicago, 1927-28;

RELIGIOUS EDUCATION.

ALBERT MICAIAH WEBB,

(Duke University),

A.B., A.M., Yale; Sorbonne (Paris) and Madrid, 1907-08; Sorbonne, 1923;

FRENCH.

NEWMAN IVEY WHITE,

(Duke University),

A.B., A.M., Duke; A.M., Ph.D., Harvard;

ENGLISH.

ALBAN GREGORY WIDGERY,

*(Duke University),*B.A., M.A., Cambridge; University of Jena, 1910-11; University
of Paris, 1911-12;

PHILOSOPHY.

ROBERT NORTH WILSON,

*(Duke University),*A.B., Haverford; M.S., University of Florida; Harvard, 1905-06;
University of Illinois, 1923-24;

CHEMISTRY.

DUKE UNIVERSITY

DONALD KEITH ADAMS,

*(Duke University),*A.B., Pennsylvania State; A.M., Harvard; Ph.D., Yale;
PSYCHOLOGY.

RUTH MARGERY ADDOMS,

*(Duke University),*A.B., A.M., Wellesley; Ph.D., University of Wisconsin;
BOTANY.

OMER CARMICHAEL,

*(Columbia University),*A.B., University of Alabama; A.M., Columbia; Columbia, 1930-32;
EDUCATION.

ELLIS MERTON COULTER,

*(The University of Georgia),*A.B., University of North Carolina; A.M., Ph.D., University of
Wisconsin;
HISTORY.

JULIA DALE

*(Duke University),*A.B., Transylvania College; A.M., University of Missouri;
Ph.D., Cornell University;

MATHEMATICS.

WILLIAM DANIEL ELLIS,

*(Principal of Richmond Normal School, Richmond, Va.),*A.B., A.M., Randolph-Macon; A.M., Columbia; Columbia, 1922-23, 1929-30;
EDUCATION.

WILLIAM B. FEATHERSTONE,

*(Columbia University),*A.B., University of Wyoming; A.M., Columbia University; Columbia, 1930-32;
EDUCATION. ..

CLARENCE L. F. GOHDES,

*(Duke University),*A.B., Capital; A.M., Ohio State University; A.M., Harvard; Ph.D., Columbia;
ENGLISH.

IRVING EMERY GRAY,

*(Duke University),*B.S., Massachusetts Agricultural College; M.S., Ph.D., University of Wisconsin;
ZOOLOGY.

JAMES E. HILLMAN,

*(Director of Teacher Training and Certification, North Carolina State
Department of Public Instruction),*B.Ped., Berea College; B.S., A.M., Ph.D., Peabody College;
EDUCATION.

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ENGLISH.

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ECONOMICS.

BEN FRANKLIN LEMERT,

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ECONOMIC GEOGRAPHY.

JOHN THOMAS LISTER,

*(College of Wooster),*A.B., Butler College; Ph.B., A.M., Ph.D., The University of Chicago;
Université de Geneva, 1901;

SPANISH.

OLAV K. LUNDEBERG,

*(Duke University),*A.B., St. Olaf College; A.M., Ph.D., University of Minnesota; Université de
Montpellier, 1919; Centro de Estudios Históricos, Madrid, 1929;

SPANISH.

WILLIAM CHARLES McCALL,

*(University of South Carolina),*A.B., A.M., University of South Carolina; The University of Chicago,
1926-27, 1931-32;

EDUCATION.

ROSS HANLIN McLEAN,

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A.B., Cornell; A.M., Ph.D., University of Michigan;

HISTORY.

ROBERT BELL MICHELL

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A.B., University of Toronto; A.M., Harvard; Ph.D., University of Wisconsin;

FRENCH.

EDWARD ROY CECIL MILES,

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MATHEMATICS.

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ENGLISH.

KARL BACHMAN PATTERSON,

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A.B., Roanoke College; A.M., Princeton; Johns Hopkins University,
1908-09; University of Pennsylvania, 1909-11;

MATHEMATICS.

LEWIS PATTON,

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A.B., Furman; Yale, 1923-26;

ENGLISH.

LLEWELLYN ERNEST PFANKUCHEN,

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A.B., University of Minnesota; A.M., University of Illinois;
A.M., Ph.D., Harvard;

GOVERNMENT.

ROBERT STANLEY RANKIN,

(*Duke University*),

A.B., Tusculum College; A.M., Ph.D., Princeton;

GOVERNMENT.

DOUGLAS EDGAR SCATES,

(*Director of Research and Statistics, Cincinnati Public Schools*),

A.B., Whitworth; Ph.D., The University of Chicago;

EDUCATION.

TENJES HENRY SCHUTTE,

(*Woman's College of Alabama*),

A.B., A.M., University of Illinois; Ph.D., The University of Chicago;

EDUCATION.

WILLIAM ROYALL SMITHEY,

(*University of Virginia*),

A.B., A.M., Randolph-Macon College; Ph.D., University of Wisconsin;

EDUCATION.

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(*Randolph-Macon Woman's College*),

Ph.B., A.M., Northwestern University; A.M., Harvard; Ph.D., Columbia;

EDUCATION.

DENNIS CLAYTON TROTH,

(*Visiting Professor, Duke University*),

B.Ed., A.M., Ph.D., University of Washington; Columbia, 1931-32;

EDUCATION.

FREDERICK ELIPHAZ WILSON,

(Duke University),

A.B., Oberlin; A.M., Columbia; Leipzig, 1916-17; Harvard, 1922-23;

GERMAN.

KARL EDWARD ZENER,

*(Duke University),*Ph.B., The University of Chicago; A.M., Ph.D., Harvard; National Research
Fellow in Psychology, University of Berlin, 1926-27;

PSYCHOLOGY.

MARTIN LEE BLACK, JR.,

(Duke University),

A.B., Duke; C.P.A.;

ACCOUNTING.

WILLIAM MAXWELL BLACKBURN,

(Duke University),

A.B., Furman; B.A., Oxford; Yale, 1930-31;

ENGLISH.

EUGENE JARVIS COLTRANE,

(Superintendent of Salisbury City Schools),

A.B., Guilford; A.M., Columbia;

EDUCATION.

KADER RANDOLPH CURTIS,

(Superintendent of Wilson County and City Schools),

A.B., Wake Forest; M.Ed., Duke;

EDUCATION.

THERESA DANSDILL,

(Author Text-Books in Health Education),

A.B., Des Moines University; A.M., Columbia;

HEALTH EDUCATION.

MILDRED ENGLISH,

(Assistant Superintendent, Raleigh City Schools),

B.S., M.A., Peabody College; Columbia, 1930-31;

EDUCATION.

ROBERT HENRY GATLIN,

(Duke University),

B.S.C.E., N. C. State College;

SURVEYING.

DUKE UNIVERSITY

JOSEPH ALBERT GREENWOOD,

*(Duke University),*A.B., A.M., Ph.D., University of Missouri;
MATHEMATICS.

JULIA REBECCA GROUT,

*(Duke University),*A.B., Mount Holyoke; M.S., Wellesley;
PHYSICAL EDUCATION.

CHARLES ROY HAUSER,

*(Duke University),*B.S., M.S., University of Florida; Ph.D., University of Iowa;
CHEMISTRY.

CHARLTON CONEY JERNIGAN,

*(Duke University),*A.B., A.M., Duke; The University of Chicago, 1928-30;
GREEK.

ARCHIBALD CURRIE JORDAN,

*(Duke University),*A.B., Duke; A.M., Columbia; Columbia, 1924-25;
ENGLISH.

JOHN TATE LANNING,

*(Duke University),*A.B., Duke; A.M., University of California; University of London, 1926-27;
Ph.D., University of California;
HISTORY.

RALPH WALDO McDONALD,

*(Salem College),*A.B., Hendrix College; M.Ed., Duke; Duke, 1931-32;
EDUCATION.

NOBLE RALPH McEWEN,

*(Duke University),*A.B., Birmingham-Southern College; A.M., Duke; Duke, 1930-32;
EDUCATION.

ALAN KREBS MANCHESTER,

*(Duke University),*A.B., Vanderbilt University; A.M., Columbia; Ph.D., Duke;
HISTORY.

MATILDA OSBORNE MICHAELS,

(*Supervisor Durham County Schools*),

A.B., Duke; A.M., Columbia;

ELEMENTARY EDUCATION.

ESTELLE RAWL PORTER,

(*Supervisor Charlotte City Schools*),

A.B., Winthrop; Smith College, 1922-23; The University of Chicago, 1926-27;

ELEMENTARY EDUCATION.

EARL VIVON PULLIAS,

(*Duke University*),

A.B., Cumberland University; A.M., The University of Chicago; Duke, 1931-32;

EDUCATION.

BENJAMIN ULYSSES RATCHFORD,

(*Duke University*),

A.B., Davidson; A.M., Duke; Duke, 1928-32;

ECONOMICS.

JOHN HENRY SAYLOR

(*Duke University*),

A.B., Southern Methodist University; A.M., Ph.D., Duke;

CHEMISTRY.

JANE CAROLINE SULLIVAN,

(*Supervisor Buncombe County Schools*),

A.B., Duke; A.M., Columbia;

PRIMARY EDUCATION

CHARLES EUGENE WARD,

(*Duke University*),

A.B., Baker University; A.M., Duke; Duke, 1928-30;

ENGLISH.

AUGUSTA MICHAELS ALSTON,

(*Durham City Schools*),

A.B., Duke;

DRAWING.

DAVID WILLIAM CARPENTER,

(*Duke University*),

A.B., A.M., Duke; Duke, 1926-27; Pennsylvania State College, 1927-28;

Duke, 1929-31;

ASSISTANT IN PHYSICS.

DUKE UNIVERSITY

KELLY LEE ELMORE,

(Duke University),

A.B., Ph.D., Duke;

ASSISTANT IN CHEMISTRY.

ATHEY GRAVES GILLASPIE,

(Duke University),

B.S., Lynchburg College; A.M., Duke; Duke, 1930-32;

ASSISTANT IN CHEMISTRY.

CHARLES WRIGHT HOOKER,

(Duke University),

A.B., Duke; Duke, 1930-32;

ASSISTANT IN ZOOLOGY.

JOHN HERBERT PEARSON,

(Duke University),

B.S., Brown University; Duke, 1930-32;

ASSISTANT IN CHEMISTRY.

GRADY TARBUTTON,

(Duke University),

B.S., Millsaps; M.S., University of Iowa; Duke, 1930-32;

ASSISTANT IN CHEMISTRY.

VERA CARR TWADDELL,

(Supervisor of Music, Durham County Schools),

A.B., Duke;

MUSIC.

ALEX WAITE,

(Duke University),

A.B., University of South Carolina; Duke, 1931-32;

PHYSICAL EDUCATION.

LLOYD BAIN WILSON,

(Wake County Public Schools),

A.B., A.M., Duke;

ASSISTANT IN BOTANY.

DUKE UNIVERSITY SUMMER SCHOOL

Since the summer school is an organic part of the University, students may enter in the summer instead of waiting until the autumn semester. Beginning students who elect to enter in the summer should make application and send their entrance credits just as if they intended to enter in September.

The work of any course for the summer is precisely the same as for any other part of the year, taught largely by the same instructors who teach in the academic year. The chief differences between summer work and work at other times is that in the summer only one course, e.g. freshman English, some one science, some one elementary foreign language, etc., is studied at one time; in other words, the student studies only one subject each six weeks. In six weeks he completes the freshman or sophomore year in that one subject. Since the normal student completes only five subjects per year, the student may complete in twelve weeks of summer school two-fifths of a year's work.

The opportunity to complete work in summer is especially valuable to pre-medical and other students who have a long period of preparation before them, to mature students who desire to shorten their term in college, and to other students desiring to occupy their summer time profitably.

Other differences between summer work and work during the rest of the year are the facts that classes are slightly smaller, expenses are slightly lower, and there are no extra-curricular activities. On account of the absence of outside attractions and because of the smaller classes, it is somewhat advantageous to the student leaving home for the first time to begin his work in the summer and learn something of college ways and methods before the great mass of his fellows as freshmen arrive.

RAPID GROWTH OF THE DUKE UNIVERSITY SUMMER SCHOOL

Trinity College, which in 1925 expanded into Duke University, conducted its first summer school in 1919. The growth of the school has been not only rapid but steady since that time.

In 1919, there were enrolled eighty-eight students of college grade, of whom sixty-five were teachers. In 1931 there was a total of 1676 registrations in the Summer School of Duke University and affiliated schools. Of these, 932 students enrolled in the first term of Duke University Summer School, and 482 in the second term; 223 were enrolled in the Junaluska Summer School, Inc., at Lake Junaluska; and 39 were enrolled in the Junaluska School of Religion. Deducting from the total number of registrations those who registered for two terms, there were 1363 students enrolled for either six or twelve weeks in the summer of 1931.

ENROLLMENT STATISTICS; GROWTH OF THE SUMMER SCHOOL; LARGE ENROLLMENT OF GRADUATE STUDENTS

The enrollment in the summer schools of 1931 was as great as the total University enrollment for the academic year five years earlier. This rapid growth of the summer school is due in large measure to the increasing number of students who return from preceding summer schools. Although there have been a total of 12,105 registrations for the past twelve years in the summer schools maintained by Duke University, these registrations were made by only 5,468 students. The average student has returned more than once since his first term. The large number of students returning from preceding summer schools is evidenced by the fact that there were enrolled last summer, students from every school Duke University has conducted since 1919, including four of the original registrants in 1919, seven of the students who entered in 1920, and ten who entered in 1921. A noteworthy feature of the 1931 enrollment was the large number of graduate students, of whom there were 423 the first term and 185 the second, admitted on the basis of Bachelor's degrees from one hundred and forty different colleges and universities. The total enrollment for the summer was drawn from 39 states and 6 foreign countries, the larger enrollments being from North Carolina, South Carolina, Virginia, Georgia, Pennsylvania, West Virginia, Florida, Maryland, Tennessee, Mississippi, New York, and Alabama in the order named. Public school teachers from nineteen states were included in the total.

AFFILIATED SUMMER SCHOOLS

The Junaluska Summer School, Inc., Lake Junaluska, N. C., is an independent school affiliated with Duke University. It will offer courses primarily for high school graduates and teachers holding the elementary certificates. It will also offer freshman and sophomore college work in Biblical literature, education, English, French, government, history, and other undergraduate departments. The only graduate work offered will be in field botany. (For further information address Professor B. G. Childs, Director, Duke University, Durham, N. C., and see description of courses, pages 49 to 56, this bulletin.) Junaluska Summer School will begin its single term June 13 and close July 22, making it possible for a student attending Junaluska to transfer to Durham in time for the second term, July 23 to August 31.

The Junaluska School of Religion, affiliated with the School of Religion, will offer work at Lake Junaluska July 25 to September 2. (Full information is contained in the School of Religion section of this General Bulletin.)

CALENDAR

The 1932 Summer School opens June 14. The first term of the school will close July 22. The second term will begin July 23 and will close August 31. Recitations will be held five days in the week, all Mondays being holidays, except June 27, July 11, August 1, August 15, and August 29. July 4 will be observed as Independence Day.

REGISTRATION

Saturday, June 11, 9 A.M. to 1 P.M. is registration day for Durham County and City teachers and for all other students in Durham on that day. Monday, June 13, is registration day for out-of-town students. All such students should be present at 2 P.M. to submit their credentials for admission, to select their courses, and to make arrangements concerning board and lodging. Students arriving after 5 P.M., Monday, will register Tuesday, June 14, 8:30 A.M., or 2 P.M. Regular classes will

meet at 8:10, Tuesday morning, and recitation work will begin at once according to schedule.*

For the second term, Friday, July 22, is registration day, and classes will begin Saturday, July 23, according to schedule.

ADMISSION

Applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina elementary will be accepted from teachers with two or more years of experience. Certificates and other credentials must be submitted to the Committee on the Summer School at the time of registration. Students who wish to enroll for graduate credit should submit their credits from other institutions to the Director of the Summer School before registration, preferably by mail.

CREDITS

Professional credits towards teachers' certificates are granted by the various state boards of education each in accordance with its own carefully planned rules. Teachers should consult the rules laid down by their State Board of Education before enrolling for certification credit.

College credits are offered as follows: A course of five hours a week for six weeks counts for two semester-hours of credit, a course of seven and one-half hours a week for six weeks counts for three semester-hours of credit, and a course of ten hours a week for six weeks counts for four semester-hours of credit in Duke University. No student is allowed to take more than fifteen hours of work a week without the consent of the Director and of the instructor in whose department the student expects to do his major work.† Except in the case of elementary laboratory science, the University will not accept credit beyond six semester-hours earned in one term of six weeks toward the Bachelor's degree. Graduate students are not under any circumstances permitted to enroll for more than six semester-hours in a summer school of six weeks.

The nature of the credit allowed for each course is indicated

* N. B.—Students who register late are marked absent for all classes held prior to their registration. Late registration very seriously affects credits that may be obtained.

† No student liable to suspension from the University under its rules regarding failure is permitted to enroll in summer school.

by the number of the course. Courses numbered 1-49 are primarily for freshmen, or freshmen and sophomores; courses numbered 50-99 are ordinarily for sophomores, or sophomores and juniors; courses numbered 100-199 are for juniors and seniors; courses numbered from 200-299 are for seniors and graduates; and courses numbered from 300 up are for graduate students only. Courses numbered from 200 up are limited in enrollment to twenty-five students.

Students registered for graduate courses in the Summer School, who desire to have their work credited toward the Master's degree, should also register in the office of the Dean of the Graduate School during the first week of each summer term.

GRADUATE INSTRUCTION

Students who have received a bachelor's degree for a four years' undergraduate course from a college of sufficiently high standing may be admitted to take courses in the Graduate School of Arts and Sciences of Duke University. The department concerned will determine whether a student is prepared to take any particular course. *Admission to graduate courses does not necessarily imply admission to candidacy for a degree.* A candidate for admission as a graduate student should present satisfactory evidence that he has received a bachelor's degree from a college or university which is a member of the Association of Colleges and Secondary Schools of the Southern States or of one of the similar associations in other sections of the country (provided that the degree must have been conferred after the admission of the college or university to membership in said association); or from a North Carolina college whose bachelor of arts' or other bachelor's degree is accepted by the State Department of Education as the basis for issuing the high school or primary certificate of Class A. A degree from an institution outside of the state of North Carolina, not provided for above, may be accepted when an investigation in the individual case shows that qualifications are satisfactory.

ADVANCED DEGREES

The degrees offered in the Graduate School of Arts and Sciences are master of arts (A.M.), master of education (M.Ed.), and doctor of philosophy (Ph.D.). Some departments of the University are now prepared to give a full program of work leading to the degree of doctor of philosophy; other departments are gradually enlarging the scope of their instruction. As rapidly as is consistent with careful selection, new appointments are being made to the faculty of professors who will give their attention primarily to graduate courses and the direction of research.

ADMISSION TO CANDIDACY FOR A DEGREE

A graduate student who desires to be accepted as a candidate for a degree should file with the Dean of the Graduate School an official

transcript of the record of his undergraduate work and also of any graduate courses he may have completed. He should also confer with the head, or chairman, of the department in which he desires to take his major work. Applications for admission to candidacy for the degree of master of arts or master of education should be made at the beginning of the first year of graduate work, and for the degree of doctor of philosophy at the beginning of the second year of graduate work. Before receiving recognition as a candidate for a degree, the student must satisfy both the general requirements of the Graduate School and the special requirements of the department in which he is taking his major work.

THE DEGREE OF MASTER OF ARTS

Candidates for the degree of master of arts are required to have a reading knowledge of two foreign languages, evidenced by examination or by credit obtained for at least six semester-hours of college work in each. If this requirement has not been satisfied before admission to candidacy for the degree, the required foreign language work must be completed before the degree is conferred and will not be counted for credit toward the degree. The two foreign languages offered must be acceptable to the department in which the candidate is taking his major work.

To obtain the degree of master of arts a candidate must complete satisfactorily twenty-four semester-hours of graduate courses and a thesis. The credit for the thesis is six semester-hours. Each candidate for the degree must select a major subject in which the minimum requirement is twelve semester-hours and the thesis. [Before selecting his major in a department, a student must have completed a minimum of twelve semester-hours of approved *preliminary* courses in that department and twelve additional semester-hours either in that department or in related work.] A candidate must take six semester-hours of graduate work in a minor subject approved by the major department, and the remaining six semester-hours in the major or minor subjects or in a department approved by the major department and by the Graduate Council. No undergraduate course may be credited toward the degree of master of arts.

MINIMUM RESIDENCE REQUIREMENTS

The minimum residence requirement of candidates for the master's degree is one academic year. Often a longer period of residence will prove necessary. In the case of graduate students who take all the work for the master's degree in the Summer School, the minimum residence requirement is five summer terms of six weeks each.

DEGREE OF MASTER OF EDUCATION

The degree of master of education is granted to teachers, or others engaged in educational service, upon completion of the prescribed program of study. Candidates for the degree must have had two years of practical experience in teaching when the degree is conferred. This experience may be obtained in the two years immediately prior to entering upon candidacy for the degree, or it may be obtained concurrently with the period of study for the degree.

A preliminary requirement for admission to candidacy for this degree is the completion of a minimum of twelve semester-hours of approved undergraduate work in education, including work in educational psychology and work in either history or education, educational sociology, or school administration.

The requirements for the degree of master of education are twenty-four semester-hours of graduate courses and a thesis. Candidates must take a minimum of twelve semester-hours of work and write a thesis in the Department of Education. At least six semester-hours must be taken in some department other than the Department of Education. Students who are preparing to teach are advised strongly to take twelve semester-hours of graduate work in the subjects they intend to teach. In such cases the thesis may be prepared under the joint supervision of a department in which the student intends to teach and the Department of Education.

The residence requirements for the degree of master of education are the same as those for the degree of master of arts.

THESIS FOR THE MASTER'S DEGREE

The title of the thesis required in partial fulfilment of the requirements for the degree of master of arts or master of education must be approved by the department or departments concerned and filed with the Dean of the Graduate School on or before November 1 of the academic year in which it is expected that the degree will be conferred.

Three bound typewritten copies of each thesis must be submitted to the Dean of the Graduate School in approved form on or before May 15 of the year in which the degree is conferred. The thesis is passed upon and accepted or rejected by an examining committee of three members of the faculty. Each candidate is required to appear before the committee for an oral examination on the thesis.

SUMMER SCHOOL WORK FOR THE MASTER'S DEGREE

Graduate students may not receive more than six semester-hours of credit for work taken in one summer session of six weeks. The degree of master of arts or master of education can be earned in five such summer sessions by students who are well prepared for graduate work. All the work offered for the master's degree must be completed within a period of six years.

CREDIT TOWARD THE MASTER'S DEGREE FOR WORK DONE ELSEWHERE

No credit toward advanced degrees is given for university extension or correspondence courses.

Not more than six semester-hours of credit toward the master's degree may be given to graduates of Duke University or of other approved colleges or universities for acceptable graduate courses or research work completed elsewhere. Such credit shall not shorten the minimum period of residence required at Duke University.

FORMER REGULATIONS

Students who began graduate work at Duke University for the master's degree before June, 1930, may complete the requirements for the

degree under the regulations published in the Summer School announcement for 1929 and in the bulletin of the Graduate School of Arts and Sciences for the academic year 1928-1929.

DEGREE OF DOCTOR OF PHILOSOPHY

A student who plans to enter upon a program of work leading to the degree of doctor of philosophy should consult, or enter into correspondence with, the Dean of the Graduate School and the head of the department concerned. He will then be advised as to the possibility of securing the necessary instruction and supervision of research in the desired field.

THESIS WRITING IN SUMMER SCHOOL

Since Duke University grants no master's degree except upon completion of a satisfactory thesis, every candidate for the master's degree who expects to complete his work in summer school should as soon as possible after completing his first term of residence choose a field in which he desires to write a thesis and confer with some instructor offering graduate courses in that field. The following points should be clearly in mind when arrangements are made for thesis supervision:

1. The subject of the thesis must be approved by the instructor who undertakes the supervision. The instructor's decision as to whether the topic is suitable, or the student is prepared to develop it, or the instructor prepared to supervise it, is final.

2. A student may enroll either for three semester-hours of residence credit toward a thesis or for six. If he enrolls for only three semester-hours he may enroll also for a course of three semester-hours, but he cannot enroll for a total of more than six semester-hours of credit, including three or six of residence toward his thesis. Completion of six semester-hours of residence toward his thesis does not guarantee the satisfactory completion of the thesis, which must be acceptable to the instructor supervising it and to a committee representing the Council on Graduate Instruction.

3. A student may either enroll in a specifically designated "thesis" course or may, if his preparation meets the approval of the instructor in charge, attach himself to some regularly offered course in his field of study and report periodically to the instructor offering the course.

4. A student enrolling for thesis residence credit in regular course pays the same fees as other students during the summer of residence. At the time of graduation he pays the same diploma and commencement fees as other students and thesis supervision fee of twenty-five dollars.

5. Students enrolling for thesis supervision during the summer school are expected to complete their theses largely during the summer of enrollment or some subsequent summer term. The instructor with whom they enroll is not under obligation to give active supervision during the academic year, although instructors are willing to give a reasonable amount of attention to theses practically complete.

6. Students of the academic year who do not complete theses begun prior to summer school are not accepted for summer school enrollment unless their subjects are in the field of some thesis seminar or other course offered by an instructor who recommends that such students be assigned to his supervision during the summer. Instructors who are employed for full time by the summer school are specifically requested not to carry over into the summer thesis students whose subjects are not properly a part of work such instructors are offering in the summer school.

ROOMS AND BOARD

Board and room for a term of six weeks may be secured in the University dormitories at the rate of \$45.50 per occupant with two in a room, or \$55.00 if room alone is engaged. Separate dormitories will be reserved for graduate students and for undergraduates. There is no dormitory reserved for married students, and children are not under any circumstances admitted to the dormitories. Students desiring to bring children, or married students desiring rooms, should write the Director for a list of private rooming places where suitable accommodations may be obtained. Occupants of University rooms furnish their own bedclothes, pillows, and towels. All other essentials are supplied by the University.

One or more of the men's dormitories, and one or more of the women's dormitories, will be reserved exclusively for advanced students. In all dormitories substantially the same rules and regulations obtain as during the regular academic year; but *in the graduate dormitories all radios, graphophones, and other noise-making appliances are strictly forbidden.* The West Campus will be used exclusively for the Summer School of 1932.

All occupants of University dormitories are advised to board in the regular dining-room of the Union, on account of the opportunity to meet at meal-time with their fellow-students, and because of the fact that the greater number of students guarantees better board for all, board being furnished at cost. The service is the cafeteria plate-service. Students in the dormitories who desire to board elsewhere will pay room-rent at the rate of \$12.50 with two in a room or \$22.00 for room alone. Students rooming off the campus who desire board in the University Union obtain it for \$37.50 for the term. There is, therefore, a discount of two dollars on room and two dollars and fifty cents on board offered those students who board in the

regular dining-rooms. There is, however, also a coffee-shop in the Union at which *a la carte* service may be obtained by those who prefer it enough to pay the higher rates. There is no room-discount to those boarding in the coffee-shop, the sole purpose of the discount being to encourage volume of business in the regular dining-rooms and thereby obtain the best possible board for the large majority of students who take their meals there.

FEES

Teachers are not required to pay tuition fees. All other students are charged a tuition fee of \$8.00 for each college credit hour, or \$4.00 for each semester-hour, maximum tuition being \$24.00 for six weeks. All students, teachers included, pay a registration fee of \$17.50 per term. Students in the sciences pay the laboratory fees required in regular term work. Students who enroll for more than the normal schedule of work are charged an excess registration fee of \$5.00.

Major expenses may be estimated as follows for each term:

Registration	\$17.50
Room rent and board	45.50

Total major expenses to teachers\$63.00

To this total should be added the tuition fee of \$24.00 charged students other than teachers in the public schools, about \$7.00 for books, and probably \$3.00 for miscellaneous expenditures. All claims for exemption from tuition should be filed on regular blanks.

RESERVATION IN ADVANCE

Classes are of limited enrollment. All students should enroll promptly, for all applications, both for classes in which the applicant desires to enroll and for rooms, will be filed in the order in which they are received. Each application for a reservation should be accompanied by a check for \$5.00 in part payment of the registration fee. This check reserves a room also if the student states a desire to room in one of the University buildings. Students are advised to reserve rooms simply by description thus: *graduate men's dormitory*, *graduate women's dormitory*, *undergraduate men's dormitory*, *undergraduate women's dormitory*; and then select their room after arrival. If special room number is requested, student must be present in person or be represented by personally chosen room-mate the

first day of registration to claim it. Dormitory reservations as indicated will be held on request of student as late as the student could possibly register for credit, but special room-reservation cannot be held beyond the hour of beginning regular classes. This rule is enforced to avoid needless shifting of assignments due to unexpected withdrawals of students. Make all checks payable to the Summer School of Duke University.

REDUCED RAILROAD FARES

Reduced railroad rates on the round trip identification plan have been authorized by the Southeastern Passenger Association from all stations in North Carolina, South Carolina, Virginia, Georgia, and Florida.* Address the Director of the Summer School for identification blank.

APPOINTMENTS BUREAU

A teachers' appointments bureau is maintained in connection with the Summer School for the benefit of teachers desiring a change of position. There is no charge for this service.

RECREATION AND ENTERTAINMENT

At the time of registration every student receives a season ticket to all recreation programs. In addition to the right of attending the plays, concerts, and other features of entertainment provided, this ticket entitles the student to use of the tennis courts and of the swimming pool. The swimming pool is open an hour and a half daily for various groups of students. There is also an evening play-hour sponsored by the Department of Physical Education.

The national honor society in Education, Kappa Delta Pi, maintains a weekly open-forum program to which all students are invited.

The athletic department of the University conducts a four-day coaching school for high school coaches July 20-23. Students in the first term of the summer school will be able to attend a large part of the class work in this school if they desire, and students expecting to enroll in the second term may come early without additional expense, except for board, and complete the entire course offered by Coach Wallace Wade and his staff in football, basketball, baseball, and track.

* Except stations on Apal. Nor., C. & W. C. Ry., and W.-S. S. Ry.

COURSES OF INSTRUCTION

EXPLANATIONS AND ABBREVIATIONS

Classes meet daily five times per week for six weeks unless otherwise indicated. Classes that meet for fifty-minute periods are indicated as carrying two semester-hours of credit. Classes meeting eighty-minute periods daily count for three semester-hours except where credits are stated otherwise.

Courses are arranged alphabetically by departments, except that courses in Education are listed first for the convenience of the large number of teachers who enroll. Subdivisions in Education indicate special classes of teachers for whom each group of courses was primarily planned. The course numbers are the same numbers used in describing courses in the regular term, with the letter "S" preceding; for example, Education S6 would correspond to Education 6 of the regular term. The following abbreviations occur: the numeral *1* means that the course comes the first one-hour period daily, beginning at 8:10; *2*, the second one-hour period, beginning at 9:10; *3*, the third one-hour period beginning at 10:10; etc. *A* means that the course comes the first eighty minutes daily, beginning at 8:10; *B*, means that the course comes at the eighty-minute period beginning at 9:40; *D* means that the course meets an eighty-minute period daily, beginning at 11:40; *I* means that the course is offered the first term; *II*, that it is offered the second term; *I, II*, that the course is offered either term. Periods *1, 2, 3*, and *4* do not conflict; and periods *A, B*, and *D* do not conflict; but period *A* conflicts with *1* and *2*, *B* with *2* and *3*, and *D* with *4*. Period *C*, 11:10, is reserved for summer school assembly, weekly on Thursday, and no classes are permitted to conflict on this day. On other days, unless at least three days notice to the contrary is posted, the period *D* classes are permitted to begin at 11:10 by unanimous consent of the class and instructor and notice filed by the instructor in the Director's office.

N.B.—Different State Departments of Education grant professional credit for various courses in accordance with their own carefully defined rules. Every student should inquire carefully at or before registration as to what professional credit is allowed for each course in his state.

THESIS COURSES FOR MASTER'S DEGREE CANDIDATES

It is important for every candidate for a Master's degree to plan for his thesis as soon as possible after he completes his first summer school. (See suggestions for planning theses, pages 25-26, this bulletin.) Special attention is called to Education S306, S319, and S336, Economics and Government S328, English S307 and S334, French S313, History S306X. A properly qualified student, however, may with the approval of the instructor and the head of his department attach himself to any graduate course for thesis supervision.

EDUCATION

COURSES PRIMARILY FOR SUPERINTENDENTS, PRINCIPALS, AND
SUPERVISORS

(Superintendents, principals, and supervisors will find specialized courses grouped under courses designated "Primarily for High School Teachers" and "Primarily for Grammar-Grade and Primary Teachers.")

S208. Mental Tests and Applications.—A study of the development of intelligence testing, the concept of general intelligence, various recent applications of mental tests, and training in the giving of individual tests. *B, I. 3 s.h.* MR. MCCALL

S209. Statistical Methods in Education.—A course intended to familiarize teacher, supervisor, and administrator with the statistical method of treating educational and social data, so as to enable them to interpret and use the results of recent investigation in the science of education. Text-books, special assignments, and reports. *D, II. 3 s.h.*

MR. SCATES

S219. Experimental Education.—An introduction, including a brief historical survey of the field, to some of the most important problems and methods in experimental education. Experiments and reports in the general field of learning, the psychology of the school subjects, and related fields. *A, I. 3 s.h.* MR. BROWNELL

S223. Public School Finance.—A study of educational costs, sources of revenue for the support of public education, collection of revenue, basis of distribution, and accounting for funds spent. *B, II. 3 s.h.*

MR. CARMICHAEL

S225. Sociological Study of Elementary Education.—A study of social and economic forces as affecting elementary education. Recommended for elementary principals and others interested in elementary school supervision. *B, II. 3 s.h.* MR. ELLIS

S229. Educational Measurements.—A study of the purposes and uses of standardized tests and scales with special emphasis on their use in the improvement of instruction. *D, I. 3 s.h.* MR. SCATES

S233. Administrative Pupil Accounting.—An advanced study of gradation and classification of pupils, with incidental attention to the keeping of records and making of reports. The study includes a consideration of individual differences, promotions, acceleration, and retardation of pupils; the various plans for classification and gradation; interpreting the results of tests; and some practice in the computation of statistical measures. *B, I. 3 s.h.* MR. FEATHERSTONE

S239. Investigations in Tests and Measurements.—A general and critical review of investigations made in the field of educational and mental tests. The purpose is to deal with those phases of testing which have been

objectively studied. The selection and use of tests considered from technical points of view will be studied, with emphasis upon problems needing further investigation. Extensive reading will be necessary. Prerequisite: course 229 or its equivalent. *A, II. 3 s.h.* MR. SCATES

S243. State and County School Administration.—A study of state and county organization of public schools, emphasizing underlying principles. *A, I. 3 s.h.* MR. HOLTON AND MR. FEATHERSTONE

S263. City School Administration.—A study of the organization and administration of city school systems, including administrative phases of supervision. Students enrolled in this course will be expected to place special emphasis upon that phase of school administration in which they are engaged or are most interested. *D, II. 3 s.h.*

MR. HOLTON AND MR. CARMICHAEL

S319. Seminar in Experimental Education.—A study of approved problems in experimental education, each student doing research on a problem of his own selection. Primarily for students desiring to write Masters' theses in experimental education. *A, II. 3 s.h.* MR. BROWNELL

S320. American College Problems.—A study of current college problems and of experimental efforts being made toward their solution by American colleges. Lectures, reading, discussions, research, and papers embodying the results of research studies. Open only to graduate students who have taught or are preparing to teach in college. *A, II. 3 s.h.*

MR. STOWE

S373. Business Problems of School Administration.—*B, I. 3 s.h.*

MR. SCATES

COURSES PRIMARILY FOR HIGH SCHOOL TEACHERS

(High school teachers should also elect such courses listed above as S208, S209, S229, and S233.)

S106. Principles of Secondary Education.—A study of the nature and scope of secondary education, emphasizing an introduction to the professional literature in the field. Not open for enrollment to students who have had course 10^b. *D, I. 3 s.h.*

MR. TROTH

S116. Methods of Teaching in Junior and Senior High School.—A course primarily for those who desire to familiarize themselves with the developments in teaching methods in the modern high school. Methods will be discussed in relation to the advances in social theory and in educational psychology. In addition to assigned readings and discussions the planning of lessons and reports will be assigned. *A, II. 3 s.h.* MR. COLTRANE

S119. Analysis of Study and Study Habits, in the High School Subjects.—College freshmen not infrequently fail because they do not know how to study. This course, for high school teachers, consists of a brief sur-

vey of the available literature of study, followed by case-work in the habits of high school and undergraduate college students, and a survey of the peculiar learning problems presented by typical secondary school subjects. *A, I. 3 s.h.* MR. CURTIS

S126. Extra-Curricular Activities in High School.—*D, II. 3 s.h.*

MR. COLTRANE

S136. Teaching High School English.—Identical with English S142. *B, I. 3 s.h.* MR. JORDAN

S176. The Teaching of High School Science.—Materials and methods in high school science. *B, II. 3 s.h.* MR. CHILDS

S205. Sociological Foundations of the Secondary-School Subjects.—A consideration of the aims and objectives of secondary-school subjects, emphasizing practical problems of curriculum-making in the high school. Prerequisite, a course in sociology or educational sociology. Not open for enrollment to students who have had S206. *D, II. 3 s.h.*

MR. CHILDS

S216. Psychological Principles of Secondary Education.—A study of adolescence and the psychology of learning as applied to teaching the principal secondary school subjects. *B, I. 3 s.h.* MR. STOWE

S226. Teaching the Social Studies.—A course for teachers of the social studies in junior and senior high schools. This course consists of informal discussions, based upon collateral reading and observation work of such topics as aims, tests for values, the social-studies curriculum, class-room procedure, course and lesson planning, etc. *D, I. 3 s.h.*

MR. SCHUTTE

S246. The Teaching of Mathematics.—Identical with Mathematics S204. *A, I. 3 s.h.* MR. W. W. RANKIN

S266. The Teaching of High-School French.—Identical with French 218. *D, I. 3 s.h.* MR. WEBB

S306. Seminar in Secondary Education.—A study of related problems approved by the instructor, involving supervised research by the individual student. Primarily for students desiring to write Masters' theses in secondary education. *A, I, II. 3 s.h.* MR. SCHUTTE

S313. Problems of High School Administration.—Advantages and disadvantages of homogeneous grouping in secondary schools; individualizing learning activities; the organization and administration of a high school for the unit method of instruction; efficiency in relation to size of high school classes; effective ways for high school and college articulation; bases for admission of high school students to college; extent and character of the overlapping of high school and college work; the principal's program for the training of his teachers in service; the departmental organization of the high school; the distribution of the time of the principal; miscellaneous problems. *D, I. 3 s.h.* MR. SMITHEY

S330. Problems in High School and Junior College Teaching.—A brief study of the purposes and objectives of secondary education, followed by assignments in which each member of the class endeavors to organize some secondary subject in the light of desirable results in the lives of pupils. Lectures, readings, discussions. Open only to students who have taught in high school or junior college. *B, II. 3 s.h.* MR. STOWE

S333. Problems of High School Supervision.—A consideration of such problems as aims and purposes of high school supervision; elements of an effective supervisory program; programs of supervision for city and rural high schools; the administration of programs of supervision. *B, I. 3 s.h.* MR. SMITHEY

S336. Investigations in the Teaching of Secondary School English.—A comprehensive series of studies of high school English curricula as to purposes and objectives, content, and articulation with college curricula. Open for enrollment to graduate students who have taught English in high school or college. *D, I. 3 s.h.* MR. STOWE

COURSES PRIMARILY FOR GRAMMAR-GRADE AND PRIMARY TEACHERS

(Primary and grammar grade teachers who meet prerequisites are advised to consider from the work listed "Primarily for Superintendents, Principals, and Supervisors," such courses as S208, S209, S219, S225, S229, S233, S239, and S319, and to consider also subject-matter in courses in Economics, English, History, Psychology, Philosophy, etc.)

S58. The Learning Process.—A course in elementary educational psychology. *A, I, II. 3 s.h.*

MR. McEWEN (*first term*)

MR. TROTH (*second term*)

[Not offered first term unless as many as ten students enroll.]

S68. Mental Hygiene of the School Child.—A course primarily for teachers in the elementary school. A study of personality as related to the adjustment and success of the school child; the foundations of motivation; typical problems of maladjustment; social heredity and its educational implications. *B, I, II. 3 s.h.*

MR. PULLIAS (*first term*)

MR. SCHUTTE (*second term*)

[Not offered first term unless as many as ten students enroll.]

S83. Current Trends in American Public-School Organization.—A study of current controversies and criticisms bearing on the organization and administration of the public schools, recent developments in the organization of schools, and the theories underlying these developments. *D, II. 3 s.h.* [Old number, S134.] MR. ELLIS

S102. Primary Methods in Language and Reading.—A study of materials and methods in the mother-tongue. Not open for enrollment to students who have had credit for course 23P or 35P of the North Carolina "Uniform Curricula." *1, I, II. 2 s.h.* MISS MICHAELS

S103. School Organization and Administration for the Classroom Teacher.—A study of the problems of school organization, control, and administration as they arise in the work of the classroom teacher. *B, I, II. 2 or 3 s.h.*

MR. TROTH

S107. Grammar Grade Methods in Reading and Language.—A study of materials and methods in the language and reading of the grammar grades. 2, II. 2 s.h.
MISS MICHAELS

S118. Child Psychology.—A treatment of the outstanding characteristics of children of elementary school age, their bodily growth and development, their characteristic ways of knowing, feeling, and acting, and the best methods and materials for stimulating and guiding the instruction of such children. Prerequisite: six semester-hours of Education or Psychology. D, II. 3 s.h.
MR. BROWNELL

S122. The Teaching of Primary Numbers.—A special section of S127 for primary teachers. 4, I. 2 s.h.
MISS SULLIVAN

S127. The Teaching of Arithmetic in the Grammar Grades.—A course designed to acquaint the teacher with the best methods of teaching arithmetic which have evolved from more than a decade of research and experimentation; emphasis upon the actual teaching process under normal classroom conditions, with special attention to problem solving; brief survey of the work of the primary grades is also given. 1, I; 3, II. 2 s.h.
MISS SULLIVAN (*first term*)
MR. McDONALD (*second term*)

S137. The American Elementary School.—(a) The responsibility of the elementary school; (b) relation to the junior and senior high schools; (c) sociological objectives; (d) curriculum values; and (e) classification of elementary pupils. An attempt throughout the session to determine desirable conduct controls and personality outgrowths as a result of (1) the correct presentation of subject matter and (2) the provision of necessary school situations. B, I. 3 s.h.
MR. CURTIS

S142. Children's Literature: Primary Section.—A critical study of literature for primary grades; types of literature; story telling, principles underlying and practice; study of State Course of Study and adopted texts; bibliographies and use of the library. 4, I. 2 s.h.
MISS MICHAELS

S147. Children's Literature: Grammar Grade Section.—A critical study of literature for grammar grades; similar to S142 above. 2, I. 2 s.h.
MISS MICHAELS

S152. The Teaching of Primary Geography and Nature Study.—4:00-5:30, I, II. 2 s.h.
MISS SULLIVAN (*first term*)
MISS MICHAELS (*second term*)

S157. The Teaching of Geography.—Type studies of North America, with major emphasis upon the United States, to bring out and illustrate the fundamental principles of good geography teaching. Observation work required. D, II. 3 s.h.
MRS. PORTER

S162. History Material for Primary Grades.—A study of history materials for primary grades, with methods of presentation, practice in constructing and telling stories suitable for children from biographies, travel, etc. *A, II. 3 s.h.* MRS. PORTER

S192. Materials and Methods in the Primary Grades.—A study of curriculum problems in grades one to three; underlying principles of large-unit teaching; centers of interest around which units of work may develop; criteria for selection; collection and organization of materials; organization of the curriculum around large units; checking the results against objectives and subject-matter requirements; technique of teaching large units, including the place of drill, the program of work, provision for individuality, and the relationship of the various subjects to the units of work. *A, I. 3 s.h.* MISS ENGLISH

S197. Materials and Methods in the Grammar Grades.—Identical with S192 above, except that illustrative materials are chosen with the child of grades four to seven in mind. *B, I. 3 s.h.* MISS ENGLISH

S207. Technique of Teaching.—An advanced course in the teaching process, dealing with the theory underlying sound technique and applied specifically to the work of the elementary school. A course primarily for those interested in the supervision of elementary school instruction. Prerequisite, teaching experience or six semester-hours of work in materials and methods. *B, I. 3 s.h.* MR. HILLMAN

S247. Psychology of the Elementary School Subjects.—A study of the psychology of learning as applied to teaching the common-school subjects. *A, I. 3 s.h.* MR. McCALL

S248. Investigations in Arithmetic.—An analytical survey of investigations in arithmetic, with three purposes in view: (1) to examine the techniques employed with respect to their adequacy as means of solving the problems attacked; (2) to test the validity of the results announced and the value of these results for the teaching of arithmetic; (3) to locate further problems in arithmetic in need of scientific research. *D, I. 3 s.h.* MR. BROWNELL

S258. Investigations in Geography.—A study of surveys and investigations in geography, with reference to: (1) nature and scope of the subject; (2) its place in realizing the aims and objectives of elementary education; (3) methods of teaching. *A, I. 3 s.h.* MR. HILLMAN

A. Public School Drawing.—This course is offered to develop certain skills fundamental in the teaching of public-school drawing, as well as skills that will prove of help in teaching other subjects of the elementary school curriculum. Topics: color theory, design, perspective, representation, illustration, picture study, etc. Media: charcoal, water colors, crayons, clay, etc. *A, and practice work 2:15-3:45 daily, I. 3 points professional credit only.* [Old numbers, 31X, 72P, 72G.] MRS. ALSTON

B. Industrial Art in the Public School.—Manipulation and work with clay, textiles, wood, paper, food, printing, etc., intended to give the child an acquaintance with the raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, tools, etc. Each student taking the course must complete a project based upon the work of the grade in which she expects to teach. *B, and practice-work 3:45-5:15 daily, I. 3 points professional credit only.*

MRS. ALSTON

C. Public School Music.—A course in the fundamentals necessary for grade teaching. Such topics as sight singing, ear training, reading and dictation, rote songs, child voice, etc., will be discussed. *B, and practice work 2:15-3:45 daily, II. 3 points professional credit only.*

MRS. TWADDELL

PHYSICAL AND HEALTH EDUCATION

S102. Materials and Methods of Physical Education.—Discussions and lectures on such topics as the value of play, the psychological and physiological make-up of the school child, objectives, the planning of programs of physical education for different age groups. One hour every day is devoted to practical work. *I. 2 s.h.*

MISS GROUT (*Women's Section, 2:15-3:35*)

MR. WAITE (*Men's Section, 4:00-5:20*)

S112. Personal and School Hygiene.—General, personal, and school hygiene with some instruction in anatomy and physiology; cause, transmission, and prevention of communicable diseases; the more common defects of school children; school-house sanitation; medical inspection; etc. *D, I, II. 3 s.h.* [Old number, Physiology 51X] MISS DANDILL

S132. Materials and Methods in Health Education.—An effort to acquaint the student with a general technique of health teaching that conforms to standard educational procedure and practices in other subjects; elements of good method, criticism of method, types of lessons, sources of material, and selection and organization of subject matter; language work, games, projects, posters, and plays used as illustrative material. *B, I, II. 3 s.h.* [Old numbers, S2Ae and S2Be] MISS DANDILL

BIOLOGY

BOTANY

S1. Introductory Botany.—Equivalent to Botany 1 of the regular term. A general course dealing with plants. *Class conferences daily, 1 and 4; laboratory daily, 2, 3, and 2:30-4:30 (first three weeks). II. 4 s.h.* [Old number, S21^b] MISS ADDOMS AND MR. WILSON

S2. Introductory Botany.—A continuation of Botany S1. *Class conferences daily, 1 and 4; laboratory daily, 2, 3, and 2:30-4:30 (second three weeks). II. 4 s.h.* MISS ADDOMS AND MR. WILSON

ZOOLOGY

S1. General Zoölogy.—A survey of the invertebrates, including a study of structures and their functions, as well as the life histories and relationships of the non-chordates. *Lectures and quiz daily, 1 and 4; laboratory daily, 2 and 3, and 2:30-4:30 (first three weeks).* *I. 4 s.h.*

MR. CUNNINGHAM AND MR. HOOKER

S2. General Zoölogy.—A survey of the vertebrates and a study of the general principles of animal biology. Prerequisite, Zoölogy I. *Lectures and quiz daily, 1 and 4; laboratory daily, 2 and 3, and 2:30-4:30 (second three weeks).* *I. 4 s.h.*

MR. GRAY AND MR. HOOKER

S219. Special Problems.—Problem in research for those with sufficient training. *Schedule to be arranged.* *II. 2 or 3 s.h.*

MR. HARGITT

S225. Field Zoölogy.—A laboratory and field course dealing with the taxonomy, life histories, and habits of animals. Prerequisite, one year of zoölogy. *Schedule to be arranged.* *I (first three weeks). 3 s.h.*

MR. GRAY

S240. Cytology.—A course dealing with the structural details of animal cells. Lectures, readings, reports, and laboratory work. Prerequisite, course in embryology and some knowledge of histology. *Schedule to be arranged.* *II. 3 s.h.*

MR. HARGITT

S292. General Embryology.—The fundamental principles of embryology, especially in the frog and the chick, with some work on the mammal. Prerequisite, one year of zoölogy. *Schedule to be arranged.* *I (second three weeks). 3 s.h.*

MR. CUNNINGHAM

CHEMISTRY

S1-S2. General Inorganic Chemistry.—Lectures, recitations, and laboratory work on the elementary principles of chemistry and on the occurrence, preparation, properties, and uses of the elements and their compounds. *8 s.h.* *Lecture daily, 1; recitation daily, 4; laboratory hours to be arranged, II.*

MR. R. N. WILSON AND MR. ELMORE

S21. Qualitative Analysis.—A development of the fundamentals of the ionic theory as applied to analytical reactions with special consideration of the application of the laws of chemical equilibrium and of the modern theories of solution. *Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30.* *I. 4 s.h.*

MR. SAYLOR AND MR. TARBUTTON

S30. Quantitative Analysis.—The classroom work includes the general theory of quantitative separations, the calculation of results, and the solution of problems. The laboratory work aims to develop technique and to familiarize the student with representative quantitative methods. *Lecture or quiz daily, 10:15; laboratory daily, 2:30 to 5:30.* *II. 4 s.h.*

MR. SAYLOR AND MR. TARBUTTON

S151. Organic Chemistry.—An introduction to the study of the compounds of carbon. Courses 21 and 30 are prerequisite except in special cases. *Lecture 1; laboratory Tuesday, Wednesday, Thursday and Friday afternoon, 2:30-5:30; quiz every other day beginning Wednesday, June 15, third period. I. 4 s.h.* MR. HAUSER AND MR. GILLASPIE

S152. Organic Chemistry.—A more detailed study is made of subjects such as stereoisomerism, substitution in the benzene ring, diazo reactions, etc. Course S151 prerequisite. *Lectures, laboratory, and quizzes as in S151. II. 4 s.h.* MR. HAUSER AND MR. PEARSON

ECONOMICS AND GOVERNMENT

S1^a. Principles of Economics.—A short course in the essential principles of economic science. Students who complete this course satisfactorily may be admitted to Economics 104 and 105 during the college year 1932-33. *A, I. 3 s.h.* DR. RATCHFORD

(This course will not count as part of the minimum Economics requirements for graduation until the equivalent of S1^b has been completed. It will, however, count as elective credit.)

S1^b. Principles of Economics.—Continuation of S1^a. *A, II. 3 s.h.*

MR. COTTON

S7. First-Year Accounting.—Elementary principles of single proprietorship, partnership, and corporation accounting. Supervised laboratory periods will be assigned. *A, B, D, I. 6 s.h.* MR. BLACK

S102^a. American Government and Politics.—A brief preliminary study of political organization in general is followed by a more detailed study of the American political system. *D, I. 3 s.h.* MR. PFANKUCHEN

S115. Economic Geography: Teachers' Course.—*This course is not open to students who have received credit for Economics A.* A study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals and the works of man as environmental factors. *A, I, II. 3 s.h.*

MR. LEMERT (*first term*)

MR. LANDON (*second term*)

S116. Economic Geography and Industrial Organization.—A study of the economic resources of the world: the products of the agricultural and manufacturing industries; trade routes and trade centers; the balance of trade and its relation to industrial development; the influence of geographic factors on the commercial policy of nations. Prerequisite: course S115, or Economics A. *B, II. 3 s.h.* MR. LANDON

S117. Economic Geography of the South Atlantic States.—A study of the agricultural, commercial, and industrial development, with special emphasis placed upon the development of manufacturing in the Southern Appalachian Piedmont. This course is designed for teachers, students interested in economic history, and all others interested in the development of the South Atlantic region. Prerequisite, Economics A or 115, unless with special consent of the instructor. *B, I. 3 s.h.*

MR. LEMERT

S228. American Political Institutions.—A study of the formation and development of the institutions of the national government in the United States. Federal organs of government are treated historically and analytically. *D, II. 3 s.h.*

MR. R. S. RANKIN

S236. International Relations.—A study of the national policies of some of the more important world-states from the point of view of their national needs. Various forms of international organization and coöperation, particularly the mandate system, the International Labor Organization, the World Court, and the League of Nations will be studied both structurally and as methods of ironing out conflicts in national policies. *B, I. 3 s.h.*

MR. PFANKUCHEN

S238. Economic History of the United States.—A history of the economic progress of the United States from the formation of the Union to the present day, with special emphasis upon the interrelation of economic development in the United States and in foreign nations. *D, I. 3 s.h.*

MR. HAMILTON

S257. Labor Legislation.—This course is designed so that labor legislation is studied from the social and economic point of view. Such topics as the basis of labor law, unemployment, safety and health, and social insurance are emphasized. *B, II. 3 s.h.*

MR. COTTON

S266. International Finance.—A study of the mechanism of international payment with attention to international movements of capital, the peculiarities of an inconvertible paper money régime, German reparation payments, and related problems. *A, I. 3 s.h.*

MR. HAMILTON

S328. Seminar in American Political Institutions.—Open for enrollment only to students who have had or are carrying course S228. Recommended for students interested in writing theses in the field of American Government. *A, II. 3 s.h.*

MR. R. S. RANKIN

ENGINEERING

C.E.S. 10. Plane Surveying.—Use of instruments: transit, stadia, compass, and plane-table surveying; simple triangulation; determination of meridian by observation on Polaris; differential and profile leveling; setting grade stakes; calculation of bearings, latitudes, and departures; areas by planimeter; methods of plotting; survey and plot of sections of the campus by stadia, and transit and tape. *Three weeks, nine hours a day, beginning June 3. 3 s.h.*

MR. HALL, MR. BIRD, MR. GATLIN

S6. Mechanics.—Concurrent forces, parallel forces, non-current and non-parallel forces, centroids, friction, moment of inertia, translation, rotation, work, energy, and momentum. Prerequisite, Mathematics 25. *Schedule to be arranged. II. 5 s.h.* MR. BIRD

(Not offered unless as many as eight students enroll before May 31.)

ENGLISH

S1. English Composition.—A course in the fundamentals of English composition, oral and written, with special attention to sentence structure, syntax, common errors, etc. Frequent themes. *A, I. 3 s.h.* MR. WARD

S2. English Poetry.—The principles of English versification and a general survey of English poetry. *D, I. 3 s.h.* MR. WARD

S3. English Composition.—By means of instruction, frequent conferences, and extensive writing of assignments, this course undertakes to make the student familiar with the qualities of the best prose style. Open only to those who have credit for S1. *A, I. 3 s.h.*

MR. JORDAN

S5. Prose Literature.—A survey of English social and literary backgrounds, from Malory to Swift. *B, I. 3 s.h.* MR. BLACKBURN

S6. Prose Literature (Continued).—A continuation of English S5. *D, II. 3 s.h.* MR. MITCHELL

S125^c. Prose of the Early Nineteenth Century.—A survey of the chief prose writers of the early nineteenth century with special attention to Lamb, Coleridge, Hazlitt, De Quincey, and the reviewers. *B, II. 3 s.h.* [Old number, S5^c.] MR. MITCHELL

S142. The Teaching of High School English.—*B, I. 3 s.h.*

MR. JORDAN

S170. English Literature, 1744-1798.—In this course a study is made of the literature of the last half of the eighteenth century and of the development of the periodical essay, the novel, and the spirit of Romanticism. *A, I. 3 s.h.* [Old number, S11^b.] MR. PATTON

S203. Chaucer.—Careful study of one of Chaucer's works and rapid reading of others, with literary rather than linguistic emphasis; practice in reading Chaucer aloud; open to students with no previous training in Middle English. *A, I. 3 s.h.* MR. JACKSON

S204. Chaucer.—Continuation of English S203. *B, II. 3 s.h.*

MR. JACKSON

S206. History of the English Language.—*B, I. 3 s.h.*

MR. GREENE

S219. English Literature from 1660 to 1744.—Dryden and the Restoration dramatists; the beginnings of modern prose; Queen Anne's men; the rise of the novel; satire; Pope. *D, II. 3 s.h.* MR. JACKSON

S225. Special Studies in Victorian Literature: Tennyson.—*A, I. 3 s.h.*

MR. GREENE

S236. Victorian Prose.—Chief emphasis on Matthew Arnold's critical opinions, with briefer consideration of Carlyle, Ruskin, Meredith, Pater, Borrow, Newman, and Stevenson. *D, I. 3 s.h.* MR. JACKSON

S237. American Prose Literature: Emerson and his Group.—*D, I. 3 s.h.*

MR. GOHDES

S307. Seminar in American Literature.—This course is primarily for students who desire to write theses in American Literature. Enrollment is by permission of the instructor only. Non-thesis students may be admitted by permission of the instructor. *B, I. 3 s.h.* MR. GOHDES

S324. Study in the Romantic Poets of the Nineteenth Century: Byron.—*A, II. 3 s.h.* MR. WHITE

S334. Seminar in Early Nineteenth Century Literature.—Prerequisite, 324, or some similar course in early nineteenth century literature. Designed primarily for students writing theses. Each student must work out one or more research projects. *B, II. 3 s.h.* MR. WHITE

FRENCH

S3. Second-Year French.—Reading and translation, alternate exercises in grammar review, verb drill, and writing in French at dictation. *B, I. 3 s.h.* MR. COWPER

S4. Second-Year French.—Reading and translation, with prose composition. *D, I. 3 s.h.* MR. JORDAN

S213. The Classical Drama.—A study of the drama in the Seventeenth Century with brief treatment of Eighteenth Century developments. *A, II. 3 s.h.* MR. MICHELL

S218. The Teaching of French.—A survey of the methods of teaching French in the high school and the study of standard texts. Training in the use of the material to develop the command of the language and to broaden the teaching equipment. *D, I. 3 s.h.* MR. WEBB

S226. The French Short Story of the Nineteenth Century.—A study of the story as a literary form, along with consideration of the problem of editing stories for school use. *B, I. 3 s.h.* MR. JORDAN

S231. Rousseau and the Beginnings of Romanticism.—*A, I. 3 s.h.*

MR. COWPER

S313. Seminar: Problem Course in the Classical Drama.—Students desiring to enroll in this course must present the equivalent of S213 or take S213 concurrently. *D, II. 3 s.h.* MR. MICHELL

GERMAN

S1. Elementary German.—Grammar, with composition, simple reading, and spoken German. *A, D, I (first three weeks). 3 s.h.* MR. F. E. WILSON

S2. Elementary German.—Grammar, reading, and translation. *A, D, I (second three weeks). 3 s.h.* MR. F. E. WILSON

[Auditors desiring to attend S1 and S2 without taking credit are not required to pay full registration and tuition but are subject to the auditor's fee of ten dollars.]

S3. Second-Year German.—Reading and translation of easy German prose, lyrics, and ballads, with a systematic review of grammar and composition exercises based on the selections read. *A, II. 3 s.h.* MR. KRUMMEL

S4. Second-Year German.—Reading and translation of narrative prose, a modern prose comedy, and one of Schiller's blank verse dramas. *D, II. 3 s.h.* MR. KRUMMEL

GREEK

S1-S2. Course for Beginners.—*A, D, I. 6 s.h.* MR. JERNIGAN

[This course is recommended especially for all teachers of Latin in the public schools who have not had opportunity to study Greek, as well as for ministerial students and others interested in an introduction to Greek. Not offered unless as many as eight students enroll.]

HISTORY

S9. American History to 1828.—A rapid survey of the Colonial and Revolutionary periods followed by a more intensive study of the National period down to the beginning of Jackson's administration. *B, I. 3 s.h.* [Old number, S9^a] MR. LANNING

S91. American History, 1828-1865.—A study of national expansion, sectional rivalry, railway extension, slavery, political parties, international relations, and the Civil War. *D, I. 3 s.h.* [Old number, S9^b] MR. LANNING

S101. Development of Western European Civilization to About 800 A.D.—This course is a study of the development in Western Europe of the familiar institutions and culture of modern society, as developed from ancient times down to the period of Charlemagne. *B, II. 3 s.h.* MR. MANCHESTER

S102. Development of Western European Civilization from 800 to 1500 A.D.—

A continuation of course S101. By permission of the instructor properly qualified students may enter this course concurrently with S101. *D, II. 3 s.h.* MR. MANCHESTER

S206. Southern History, 1763-1860.—The rôle of the South in American political and social development is traced with special reference to local conditions, state and regional. Among the topics emphasized are political ideals and political parties, southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. *A, I. 3 s.h.* MR. COULTER

S217. Europe Since 1870.—International relations since the Franco-German War is the chief subject of study in this course; special emphasis is placed upon the underlying economic and political influence. *A, II. 3 s.h.* MR. MCLEAN

S306X. Thesis Seminar in Southern History.—Open only to those who have theses in process or have completed the required courses in American History for the Master's degree. *Residence credit only. Schedule to be arranged. I.* MR. BOYD

S315. Seminar in Southern History.—Selected topics in the development of the South Atlantic region, chosen from year to year, in different periods in its development. *D, I. 3 s.h.* MR. COULTER

S317. Seminar in European History Since 1870.—Prerequisite, 217 or its equivalent. Every student will be expected to undertake some problem in Modern European History for independent research and periodic report. *D, II. 3 s.h.* MR. MCLEAN

LATIN

S211. Latin Inscriptions.—Introductory course in Latin epigraphy, emphasis being placed upon the study of important historical inscriptions. *B, II. 3 s.h.* MR. ROSBOROUGH

[Not offered if S332 is given.]

S212. The Roman Satirists.—Juvenal's literary satire will form the basis of the course, and several satires of Persius and Horace will be read for comparison. *A, II. 3 s.h.* MR. ROSBOROUGH

S221. Roman Comedy, Plautus.—Not less than four plays will be read for their dramatic significance, their relation to previous literature, and their influence on subsequent literature. Study of forms, flexions, and syntax of early Latin. Prerequisite, twenty-four acceptable semester-hours of college Latin. *A, I. 3 s.h.* MR. ANDERSON

S225. Linguistics.—A survey of Latin sounds, forms, and flexions through lectures and exercises. Prerequisite, twenty-four semester-hours of college Latin; an elementary knowledge of Greek will be found valuable. *B, I. 3 s.h.* MR. ANDERSON

S332. Roman Historical Literature.—A reading course in original Latin sources as a basis for study and interpretation of movements and events of a specific period of Roman History. (Note: This course does not duplicate S331 offered in 1931, but rather supplements it.) *B, II. 3 s.h.*

MR. ROSBOROUGH

(Either S332 or S211 will be offered, according to demand.)

MATHEMATICS

For admission to candidacy for the Master's degree in mathematics students must have completed courses S25 and S30 and at least six semester-hours of the courses numbered above 200. After admission to candidacy the student is required to meet the same requirements for the Master's degree as in other departments. (See pages 23 to 24, this bulletin.) All of the graduate courses listed for the summer of 1923 have S25 as a prerequisite, and all require S30, except S225, S250, and S259.

S1. College Algebra.—This course will cover the following topics: review of elementary algebra, quadratic equations, properties of quadratics, progressions, variation, logarithms, mathematical induction, binomial theorem, functions, theory of equations, permutations and combinations, determinants. *A, I. 3 s.h.*

MR. GREENWOOD

S2. Plane and Spherical Trigonometry.—Trigonometrical formulas; solution of special problems. *D, I. 3 s.h.*

MR. GREENWOOD

S25. Differential Calculus.—*B, I. 3 s.h.*

MR. RANKIN

S30. Integral Calculus.—*B, I. 3 s.h.*

MR. PATTERSON

S204. The Teaching of Mathematics.—Designed primarily for those who intend to teach mathematics. Recent changes in methods of studying mathematics; careful study of the report of the national committee on "The Reorganization of Mathematics in Secondary Education"; wide investigation into the literature on mathematics; coördination of geometry and algebra in junior high school mathematics; etc. *A, I. 3 s.h.*

MR. RANKIN

S225. Theory of Equations and Determinants.—*D, I. 3 s.h.*

MR. PATTERSON

S231. Differential Equations.—A study of the more common types of ordinary differential equations. *A, II. 3 s.h.*

MISS DALE

S235. Modern Higher Algebra.—A study of linear dependence, solution of a set of linear equations. Study of matrices, linear transformations, invariants of linear transformations, bilinear forms. *D, II. 3 s.h.*

MR. MILES

S250. Modern Geometry.—Modern geometry of the triangle, transversals, harmonic sections, harmonic properties of the circle, inversions, poles, polars, etc. *B, II. 3 s.h.*

MISS DALE

S259. Analytic Geometry of Space.—The usual topics treated in cartesian and homogeneous coördinates. An introduction to differential geometry is included. *B, I. 3 s.h.* MR. ELLIOTT

S330. Theory of Functions of a Complex Variable.—Study of analytic functions; conformal representation; the theory of infinite series and products with application to hyperbolic and Gamma functions; study of double-periodic functions. Prerequisite, Course 239, advanced calculus. *B, II. 3 s.h.* MR. MILES

S340. Integral Equations.—A study of the Volterra and Fredholm integral equations with special reference to their application to boundary problems of differential equations. Prerequisite, course 239. *A, I. 3 s.h.* MR. ELLIOTT

PHILOSOPHY

S205. The Philosophy of History.—An inquiry into the logic and methodology of the knowledge of history, and into the metaphysical implications of history. Lectures, discussions, reports. *B, I. 3 s.h.* MR. WIDGERY

S211. The History of Philosophy.—The history of European philosophical speculation from its rise among the Greeks to the middle of the nineteenth century. Lectures, study of texts, reports. *D, I. 3 s.h.* MR. WIDGERY

PHYSICS

S1-S2. Preliminary Physics.—Lectures, recitations and individual laboratory work covering the fundamental phenomena of physics, a course substantially equivalent to the Physics 1-2 of the winter term. Two lectures, one recitation, and one laboratory period daily. *Schedule to be arranged. I. 8 s.h.* MR. EDWARDS AND MR. CARPENTER

S51-S52. Pre-Medical Physics.—A laboratory course supplementary to S1-S2, for pre-medical students. *Schedule to be arranged. 3 weeks will be required for completion of course, laboratory work beginning June 3. 2 s.h.* MR. CARPENTER
[Not offered unless as many as eight students enroll before May 1.]

PSYCHOLOGY

S101. Introduction to Psychology: General Principles.—Lectures, demonstration, prescribed reading and reports. *B, I. 3 s.h.* MR. ZENER

S204. Comparative Psychology.—A survey of experiments and observations on animals from the protozoa to man, with special attention to their bearing on the theories of evolution and the influence of mind in evolution. *D, II. 3 s.h.* MR. ADAMS

S215. Child Psychology.—The environmental forces influencing child behavior and development and their implications as to the structure of the personality, with some pedagogical applications; the main emphasis, however, to be placed on the psychological laws which may be investigated to best advantage in children. The Lewin motion pictures will be used to demonstrate the operation of the forces mentioned. *B, II. 3 s.h.*

MR. ADAMS

S226. Contemporary Schools of Psychology.—The approach and contribution of the different contemporary schools to the fundamental problems of psychology. They will be considered with reference to the historical background from which they emerged. *A, I. 3 s.h.*

MR. ZENER

RELIGION

S1. Old Testament History and Literature.—This will include a general survey of the Old Testament. *A, II. 3 s.h.*

MR. ORMOND

S2. New Testament Background and Literature.—The preparation for Christianity by the Hebrew prophets and intertestamental development; a survey of the New Testament. *B, II. 3 s.h.*

MR. ORMOND

S161. Introduction to Religious Education.—*A, I. 3 s.h.*

MR. SPENCE

S234. History of the Evangelical Movement.—Beginning with the Lutheran Reformation, this course traces the rise, growth, influence, and history to 1800 of the Calvinistic, Anglican, Reformed, Quaker, Baptist, and Methodist movements. *B, I. 3 s.h.*

MR. GARBER

S266. Religious Drama.—Study and analysis of religious drama. Project work in writing and production. *D, I. 3 s.h.*

MR. SPENCE

S281. The Nature and Early Development of Religion.—Introduction to the early history of religion, the beliefs and practices of the more primitive peoples, and the religious life of the ancient world. *B, I. 3 s.h.*

MR. CANNON

S282. Living Religions of the World.—A survey of the religious systems of India, China, and Japan, followed by a study of Judaism, Mohammedanism, and Christianity, the object being to trace the historical development of each religion. *D, I. 3 s.h.*

MR. CANNON

S337. Protestantism and Catholicism in Europe Since 1800.—A comprehensive study of the religious situation in Europe in modern times, emphasizing the papacy in the age of nationalism, relations of church and state, German theology of the nineteenth century, and the Oxford movement. *A, I. 3 s.h.*

MR. GARBER

SPANISH

S61. Elementary Spanish.—Pronunciation, grammar, conversation, and reading of easy prose. *A, D, I (first three weeks). 3 s.h.*

MR. LUNDEBERG

S62. Elementary Spanish.—Pronunciation, grammar, conversation, and reading of easy prose. *A, D. I (second three weeks).* **3 s.h.**

MR. LUNDEBERG

S63. Second-Year Spanish.—Thorough review of grammar, with exercises in composition, conversation, and dictation. *A, II.* **3 s.h.**

MR. LISTER

S64. Second-Year Spanish.—Reading and translation; exercises in conversation and dictation. *D, II.* **3 s.h.**

MR. LISTER

Announcement

JUNALUSKA SUMMER SCHOOL, Inc.

(AFFILIATED WITH DUKE UNIVERSITY)

LAKE JUNALUSKA, N. C.

INSTRUCTORS

BENJAMIN GUY CHILDS,

(Duke University),

A.B., A.M., University of Virginia; University of Virginia, 1921-22;

DIRECTOR.

HUGO LEANDER BLOMQUIST,

(Duke University),

B.S., The University of Chicago; Pasteur Institute, 1919;

Ph.D., University of Chicago;

BIOLOGY.

WILLIAM IVEY CRANFORD,

(Duke University),

A.B., Duke; Ph.D., Yale;

PSYCHOLOGY.

ROBERT TAYLOE DUNSTAN,

(Greensboro College for Women)

A.B., Duke; A.M., Ph.D., University of Wisconsin;

FRENCH.

BELLE CURRIN GHOLSON,

(Durham High School),

A.B., A.M., Duke;

EDUCATION.

JAMES MCFATE GODARD,

(Park College),

A.B., Park; A.M., Duke; Duke, 1930-31;

EDUCATION.

QUINTON HOLTON,

(Head of Department of History, Durham High School),

A.B., Duke; The University of Chicago, 1921-23;

HISTORY.

DUKE UNIVERSITY

EDWIN RAY HUNTER,

*(Maryville College),*A.B., Maryville College; M.A., Ph.D., The University of Chicago;
ENGLISH.

HIRAM EARL MYERS,

*(Duke University),*A.B., Duke; S.T.B., S.T.M., Boston University;
RELIGION.

WILLIAM HAYS SIMPSON,

*(Duke University),*A.B., Tusculum; A.M., Duke, 1930-32;
GOVERNMENT.

CLARENCE SHAW WARREN,

(Superintendent City Schools, Lenoir, N. C.),

A.B., Duke;

EDUCATION.

ROBERT LEMUEL WIGGINS,

*(Wesleyan College),*A.B., Emory; A.M. Vanderbilt; Ph.D., University of Virginia;
ENGLISH.

BUSINESS MANAGER

JAMES R. BOYD

Waynesville, North Carolina.

CALENDAR

The Junaluska Summer School, Inc., will open June 14 and will close July 22. Recitations will be held five days in the week, all Mondays except June 20 and July 11 being holidays. Monday, July 4, will be observed as Independence Day.

REGISTRATION

Friday, June 10, is reserved for the registration of students from Haywood County. Monday, June 13, is registration day for all other students. This day, between the hours of 9 A.M. and 5 P.M., will be allowed for students to matriculate, select courses, and make arrangements concerning board and lodging. Regular classes will meet at 8:15, Tuesday morning, and recitation work will begin at once. Students are advised against late

entrance since this very seriously affects school work as well as credits that may be obtained.

All applicants for admission must have completed a high school course. As evidence of this, a teacher's certificate of grade as high as North Carolina State elementary will be accepted from teachers with two or more years of experience. Certificates of high school graduation and other credentials should be submitted to the Director at the time of registration.

COURSES OFFERED

Professional courses are offered for teachers in elementary schools, teachers of primary grades and of grammar grades, and teachers of high school subjects.

For qualified college students, including high school graduates who may wish to begin their college course in the summer instead of waiting until September, instruction will be offered in education, English, botany, French, government, history, religion, and psychology. Credit is allowed toward the A.B. degree at Duke University for these courses, and credit towards the A.M. degree is allowed for the course in field botany.

COURSE IN FIELD BOTANY

A special course in field botany will be offered to public school teachers of nature study, high school teachers of botany and biology, and to qualified college students. The course is unique in that it will consist of a careful survey of the plant life found in the mountains of western North Carolina. Frequent excursions and field trips will be made to Mount Mitchell, Mount Pisgah, the famous Pink Beds, and other sections abundant in unusual flora. A considerable amount of time will be spent in the new Great Smoky Mountain National Park area.

High school teachers and elementary school teachers of botany and related subjects will find ample opportunity for extensive study in this attractive field with either undergraduate or graduate credit.

ROOM AND BOARD

The hotels and lodging places on the Southern Assembly Grounds at Lake Junaluska have guaranteed summer school

students board and room at the special rate of \$10.00 per week, with bed-linen furnished. Room and board will be provided at the same rate in the Mission Building, the Summer School headquarters, for a limited number of early applicants. Further information relative to board and room may be obtained by addressing J. R. Boyd, Business Manager, Waynesville, North Carolina, or R. E. Nollner, The Junaluska Assembly, Lake Junaluska, N. C.

FEEES AND EXPENSES

Tuition charge for college students other than teachers is \$10.00. Teachers are exempt from tuition. The registration fee, paid by every student, is \$20.00. Expenses may therefore be estimated as follows:

Registration	\$20.00
Room and Board	60.00
Library and Recreation Fee	2.00
	<hr/>
	\$82.00

To this should be added about \$5.00 for books and probably \$5.00 for miscellaneous expenses, besides the tuition charge for students other than teachers.

FURNISHED COTTAGES

There are available for rent during the summer season several desirable private cottages within a few minutes' walk of the summer school. These cottages are furnished with water and lights and are equipped for housekeeping. For those who prefer to live with a small group these cottages will prove very attractive. They may be rented at very reasonable rates either for the six weeks' period of the summer school or in many cases for the whole summer. For detailed information as to rates and other particulars write Superintendent Ralph E. Nollner, The Junaluska Assembly, Lake Junaluska, N. C.

COURSES OF INSTRUCTION

(*Note.* In the description of courses the following abbreviations occur: *Period A* means that the course comes the first eighty minutes daily, beginning at 8:15; *Period B* means that the course comes at the eighty-minute period beginning at 9:45; *Period D* means that the course meets an eighty-minute period daily, beginning at 11:45. All courses carry three semester hours' credit unless otherwise specified.)

EDUCATION

S10. General Course in Elementary Method.—A survey of the work of the teacher. The course treats: The qualifications and training of teachers, nature and aims of education, nature and purpose of school curricula, modern classroom procedure in teaching. *Period B.*

MR. WARREN

S54. Introductory Course in the History of Education.—A study of the types of educational systems and institutions evolved in western Europe and the United States as an introduction to current educational problems. *Period B.*

MR. GODARD

S58. The Learning Process.—Identical with Psychology S14c. A course in elementary educational psychology. *Period A.*
[Old numbers, Education S8 and S14^c]

MR. CRANFORD

S103. School Organization and Administration for the Classroom Teacher.—A study of the problems of school administration and control as they arise in the work of the classroom teacher. *Period A.*

MR. WARREN

S106. Principles of Secondary Education as Applied to the Junior High School.—This course is designed to give an understanding of the purposes of the junior high school, its organization and administration. Attention will be given to the means that have been used in the junior high school for the realization of the purposes claimed for it. Discussions will be directed to such topics as objectives, curricula, methods of teaching, problems, etc. *Period B.*

MR. CHILDS

S116. General Methods for Secondary Schools.—Class-room management and discipline; the teacher's use of the question; the project and how to organize it; the socialized recitation; supervised study; etc. *Period A.*

MR. GODARD

[Old number, S10^b]

S126. Extra-Curricular Activities in the High School.—A course dealing with the underlying principles, the outcomes, and the organization and administration of an extra-curricular activities program. The following activities are considered: home-room, assembly, class organizations, pupil participation in school control, clubs, athletics, publications, finances

school trips, literary societies, dramatics, etc. Throughout the course consideration is given to a study of the adolescent and how to deal with him. *Period D.* MR. CHILDS

S152. Nature Study.—The function, aim, and place of nature study in the school. Consideration of the effects of weather changes, climate, and seasons on nature and life; certain physiographic changes and features; some study of the common birds, butterflies, insects, trees, and flowers. *Period A.* MRS. GHOLSON

BOTANY

S225. Field Botany.—The aim of this course is to present to the students a first-hand knowledge of plants in their native habitats. The field work will be done in the mountain areas of Western North Carolina and will include the Pisgah Forest and Smoky Mountain sections. The course will consist of practice in the identification of plants in the field and a study of their natural history and associations. Field trips daily, also lectures, readings, reports, etc. *Credit, 4 or 6 semester-hours for A.B. or A.M. degree. Hours to be arranged.* MR. BLOMQUIST

S226. Research in Field Botany.—Students who have had sufficient botanical training to be qualified to do individual investigation may select a problem for research. The problem selected should be in the fields of ecological or systematic botany for which this area offers exceptional opportunities. *Credit, 4 or 6 semester-hours for A.M. degree. Hours to be arranged.* MR. BLOMQUIST

ECONOMICS AND GOVERNMENT

S102^a. Elementary Survey of American Government and Politics.—A study of the organization, growth, and practical working of national government in the United States; background course for the work of teachers of citizenship in the public schools. *Periods A and D (first three weeks.)* MR. SIMPSON

S102^b. State and Local Government in the United States.—The subject matter of this course covers the historical development of state and local governments, their present political organization and their relation to each other and to the federal government. Particular attention is given to the study of state and county government in North Carolina. *Periods A and D (second three weeks.)* MR. SIMPSON

S115. Economic Geography.—A study of the interrelation of human activities and environmental elements. The discussion embraces location, maps and their interpretation, the major climatic regions, seasonal influences, weather, lands and their uses, soils and minerals, bodies of water, plants, animals and the works of man as environmental factors. *Period B.* MRS. GHOLSON

[Old number, 83X]

ENGLISH

S6. Prose Literature.—A continuation of English S5 (old number SL2^a). A reading and study of selected works of the best writers of prose, with emphasis upon biography; periods of literary history; origin and growth of the various types of prose literature. *Period D.*

MR. WIGGINS

S137. American Poetry.—Selections from the works of eight or ten principal figures in American poetry, with emphasis upon principal articles of thought and characteristic manner of expression. *Period B.*

MR. HUNTER

S138. American Prose.—This course consists of a study of representative writers of American prose. It will include a wide reading in the chief prose productions of the latter half of the nineteenth century. *Period D.*

MR. HUNTER

S142. The Teaching of Literature and Composition in the High School.—Consideration of methods and aims in the study of literature and the writing of English, the nature and values of the various kinds of literature, the planning of the high-school course, etc. *Period A.*

MR. WIGGINS

FRENCH

S1. Elementary French.—Pronunciation, grammar to include regular verb forms and common irregular verb forms, translation. *Periods A and D (first three weeks.)*

MR. DUNSTAN

S2. Elementary French.—Completion of the irregular verb, composition, dictation, and translation of simple French. *Periods A and D (second three weeks.)*

MR. DUNSTAN

HISTORY

S1. Modern and Contemporaneous Europe.—The development of modern Europe since the middle of the century is traced with special reference to the rise of nationality, the Industrial Revolution, scientific thought, domestic politics in the leading states, etc. *Periods A and D (first three weeks.)*

MR. HOLTON

S2. Modern and Contemporaneous Europe.—A continuation of S1. A study of colonial expansion, diplomacy, the World War, and other contemporaneous historical developments. *Periods A and D (second three weeks.)*

MR. HOLTON

PSYCHOLOGY

S14^c. An Elementary Study of Educational Psychology.—Identical with Education S58. *Period A.*

MR. CRANFORD

S101. General Psychology.—A survey of the principles of general psychology that are peculiarly applicable to the practical work of the teacher. *Period B.* MR. CRANFORD

RELIGION

S104. The History and Religion of the Jews to the Roman Period.—Based upon exilic and post-exilic prophecy, wisdom literature, and the earlier apocalypses. *Period B.* MR. MYERS

S116. The Teaching of Jesus.—An interpretation of the teaching of Jesus, based upon the Synoptics, Matthew receiving principal consideration. *Period A.* MR. MYERS

DUKE UNIVERSITY

DEGREES AND HONORS CONFERRED
(1931)

ROLL OF STUDENTS
(1931-1932)

THE WOMAN'S COLLEGE

TRINITY COLLEGE

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

THE SCHOOL OF LAW

THE SCHOOL OF MEDICINE

THE SCHOOL OF RELIGION

DEGREES AND HONORS CONFERRED (1931)

A.B. DEGREE

Anderson, Dorothy Elizabeth	Coltrane, William Gannaway
Anderson, Ernest Coleman	Council, Clara Irene
Anderson, Lacy Waverly	Cowan, Ida
Andrews, Henry Lucian	Cozart, Jaxie
Armfield, Joseph Henry, Jr.	Crews, Charlotte Edwina
Barber, Ruth Kerns	Crona, Gerald Martin
Barnette, Henry Vance	Crouch, Conrad
Barnhardt, Zeb Glenn	Daniel, Mary Elizabeth
Battle, Margaret Craig	Dickerson, Robert Turpin
Bennett, Thomas Warner	Dickson, Bonnie Ethel
Biggerstaff, Ann Lee	Dominick, Hal M.
Bisson, Robert Joseph	Dry, Verne Ritchie
Blalock, Mary Lillian	Eatmon, Ida Pearle
Boddie, Margaret Webb	Edwards, Howard Marcius
Bone, Theron Arthur	Elmer, Charles Robert
Booth, Roy Murphy	English, Hettie Estelle
Bowman, Clarice Margaret	*Evans, James Fred
Bradsher, Mary Elizabeth	Ewing, Emma Louise
Brian, Earl Winfrey	Farabee, Lawrence Burl
Bridgers, Frank Ernst, Jr.	Faucette, Mary Elizabeth
Brinkley, Francis Henderson	Flintom, Blair Morehead
Brown, Charles Glenn	Frazier, Charlie Irvie
Brown, Mary Geneva	Gamble, Allen Owen
Bruton, Arthur Baxter	Garland, Daniel Martin
Burch, George Coleman	Gee, Willie Augusta
Burch, Vella Jane	George, Alex
Cain, Gladys Idelle	Gilliam, Curtis Bernard
Caldwell, Elizabeth Miller	Glenn, Argyle
Carlos, Thomas Patrick	Goodwin, Virginia Frazier
Carpenter, Adolphus Wesley	Graves, William W., Jr.
Carpenter, Donald Snyder	Greene, Fern Page
Carpenter, Elsie Lee	Grimes, Byron Creveling
Carver, William Malone	Grimsley, Edward Lee
Caviness, Radcliffe Lewis	Hanks, James Monroe
Clarks, Sara Elizabeth	Harmon, John Calvin, Jr.
Clippard, John Dwight	Harrington, Milton E.
Coble, Edna Mae	Hawkins, Samuel Jackson
Cochrane, Robert Bingham	Hayes, Robert Griffith
Cockerham, Grace	Heizer, James Sidney
Colclough, Madge Hazel	*Hermelink, Gretel
Cole, Lee Wyatt	Higgins, Gladys Merle
Coleman, Margaret Louise	Hill, Frances Faison

* Degree conferred *in absentia*.

Hix, Clarence Eugene, Jr.	Marr, Leta Mae
Hocutt, Edgar Jerome	Marshall, Whitfield Huff
Holleman, Matilda Elizabeth	Martin, Frank Jack
Holsonbach, Benjamin Gould	Martin, William Southgate
Holtz, Harry Myer	Massengill, George Kemp, Jr.
Honeycutt, Alden Proffitt	Massengill, Paul Robinson
Honeycutt, Charles Fletcher, Jr.	Matthews, Elizabeth Kelly
Hoopy, George Clayton	Mayo, Robert Joseph
Hottenstein, Henry Franklin	Menaker, Frank Horwitz
Howard, Mary Anna	Merritt, Gertrude Elizabeth
Howard, Richard Onslow	Metz, Clarence William
Howell, Lillian Wyche	*Meyers, John
Hoyle, Lawrence Truman	Millican, James LeRoy
Hunter, Roy Alexander	Mims, Virginia Harris
Huth, Harry Alan	Mitchell, Ernest Ezelle
Jankoski, John Edward	Mock, Kathleen Virginia
Jenkins, Ernest Lafayette	Moorman, Mary
Jenkins, Helen Frances	Morgan, Horace Pierpont
Johnson, Emma Bain	Morgan, John Irvin, Jr.
Johnson, Glenn Ware	Moses, Anna Katherine
Johnson, Irma Cornelia	Mulholland, Elizabeth Faye
Jones, Emerson Philip	Mullen, Edith Kells
Jones, Eunice	Murphy, Charles Springs
Jones, Morris Alexander	Murray, William David
Joyce, John LeRoy	Murrell, Mildred Jane
Joyner, William Eppie	Needham, Antoinette Hauser
Kanipe, Hubert Lee	Needham, Eugene Warren
Keever, John Thomas	Noland, Hugh Love
King, Nancy Shannon	O'Briant, Mary Vann
King, Ruth	Osborne, Thomas Franklin
Kirkland, Jack L.	Ould, Carlton Lee
Kirkland, Margaret Camille	Overstreet, Daniel Smith
Kirkland, Mary Rebecca	*Owen, William Kendrick
Krupp, Frederick William	Parrott, Jacob Allen
Lambert, Eloise	Peacock, Helen Elizabeth
Landis, Margaret Vernon	Pearce, Inez Moore
*Leach, John S.	Pearson, William Glenn
Leonard, John Cleveland, Jr.	Peatfield, Norman Everett
Livengood, Charles Harris, Jr.	Peek, Eleanor Hope
Loy, Henry Milton, Jr.	Pitt, Iva Knight
Lynch, Mabel Mildred	Poe, Vonnie Alberta
McIntyre, Kate Arrowood	Pratt, Joseph Gaither
McKinney, Troy Vaughn	Price, Henry, Jr.
McLarty, Emmett Kennedy	Price, John Alton
McLaughlin, Donald Clay	Proctor, Gipsie
Mann, Glenn Edward	Purdy, Mary Hardy
Marino, Peter Mathew	Query, Mary Eunice

* Degree conferred *in absentia*.

Randle, Clinton Wilson
 Ray, George W.
 Reams, Robert Lawson
 Robbins, George Lindsey
 Robinson, Harold Manson
 Rogers, George Howard
 Rogers, Margaret Turrentine
 Root, Carolyn Kay
 Rosen, Charles Daniel
 Rosky, Marcus
 Rowe, Frances Eleanor
 Rucker, Elizabeth Jane
 Russell, Robert Moore
 Rutenberg, John
 Safrit, Robert
 Satterfield, Carlotta Gilmore
 Sellers, William Porter
 Sharpe, Ann Courtney
 Smith, Eunice
 Stanbury, Walter Albert, Jr.
 Stewart, Daniel Niven, Jr.
 Stiger, Milner Kimble
 Taggart, John Clinger
 Tannenbaum, A. Jack
 Taylor, Frederick William
 Thomas, Ralph Edward

Thorne, Sam Thomas, Jr.
 Timmons, Edward Booth, Jr.
 Umstead, Bernice Hampton
 Underwood, Samuel Bobbitt, Jr.
 Upchurch, Walter McGowan, Jr.
 Vale, Charles E.
 Walker, Herman, Jr.
 Walker, Mary Lipscombe
 Walston, Fred Ivan
 Walston, Robert Edward
 Walters, Alex H.
 Wannamaker, Isabel
 Whitener, Helena Mae
 Wilkerson, Mary Josephine
 Williams, Elizabeth Baxter
 Williams, Erma Elizabeth
 Williams, Henri Frizelle
 Williams, James Wesley
 Williams, J. Roger
 Williams, Robert
 Williams, Staton Pender
 Woodward, Lila Mack
 Wynn, Mary
 Yandle, Ray Alexander
 Yarbrough, Cornelia Elliot
 Zimmerman, John Conrad

B.S. DEGREE

Bretholl, Carl Frederick, Jr.
 Ehringhaus, Erskine Egerton
 Fonville, Ralph William

*Hampton, William Beans, Jr.
 Moss, Clyde Eugene
 Ranson, Lloyd Russell

A.M. DEGREE

*Allen, Leonora
 *Alberson, Hazel Stewart
 Ashley, George Norman
 Barringer, Blanche
 Bowles, Charles Phillips
 Braswell, John William
 Callihan, Alfred Dixon
 Carter, Frances Claire
 Clifton, Robert Marston
 *Cooke, Cecil Edwards
 Council, Raymond Ward
 *Cox, Henry Miot
 Cox, Virginia Faye
 Crook, Dorothy Louise

Curtis, Ruth Evelyn
 Drake, Virginia Helen
 Frick, Harvey Lee
 Fry, Glenn Ansel
 Gibbs, John Ernest, Jr.
 Hamilton, Charles Everette
 Harris, Florence Catherine
 Haus, George Joseph
 Hauss, Mary Arden
 Heilman, Lee Williford
 Herdman, Allan Whitney
 Hoban, Charles Francis, Jr.
 Holt, Isaac Terry
 Howell, Thelma

* Degree conferred *in absentia*.

Huckabee, Ellen Harris	Poag, Frederick Vaughn
Jackson, David Kelly, Jr.	Pool, Bob Lem
Kapp, Mary Eugenia	Powell, Margaret Alice
Ledbetter, Frances Gresham	Rees, Edward Jeffries
Ledbetter, Margaret	Seeley, Emetta Weed
*Lowance, Franklin Elta	Sharp, Eron Malcolm
McAllister, James Gray	Shaw, Thomas Jefferson, Jr.
McDowell, Gladstone Wadley	Stalvey, James Benjamin
MacFadyen, Elizabeth Ann	Staton, Ennis Calvin
McGukin, Lena Virginia	Stephens, Hugh Wesley
Martin, Bessie	Tilley, Nannie May
*Mathews, Joseph James	*Underwood, Eugene Taylor
*Moffit, James William	Wallace, Elbert Stephen
Monyer, Henry William	*Wannamaker, Elizabeth Bates
*Morehead, Charles Galloway	Williams, Winona
*Morehead, Sara Frances	

MASTER OF EDUCATION DEGREE

Bizzell, Alma Bridgers	Lovelace, Arsola Crawford
Curtis, Kader Randolph	*McKee, Lynn C.
Davies, Clyde Thomson	*Milner, Morris Edwin
Enfield, George Hyson	*Warrick, Edward
Greene, Fred Woodside	Williamson, Francis Marvin
House, Ray Weldon	

B.D. DEGREE

Baker, Cecil Alexander	Jordan, Frank Booe
Brown, Adrian Ernul	Kale, William Arthur
Carper, John Howard	Keever, Homer Maxwell
Carroll, James Elwood	Kincheloe, Marvin Smith
Chalfant, Vernon Elmer	Minga, Taylor Herbert
Clark, Helen Dearmin	Murphy, Hugh Edwin
Coleman, Thomas Rupert	Nease, Edgar Harrison
Cutter, Walter Airey	Shuller, Edgar Ralph
Edwards, Earl Bowling	Waggoner, Albert Crews
Grigg, Womble Quay	Walton, Aubrey Grey
Hunt, Dwight Russell	Wilkinson, Jesse Giles

LL.B. DEGREE

Billings, Robert Bruce	Marshall, David Miller
Borland, Andrew Hoyt	Pearson, Robert Randolph
Colonna, Shepherd Walter	Scurry, Claude Sparkman
Ervin, Paul Revere	Stoner, Paul Glenn
Hester, Hanselle Lindsay	Wyche, Brooks Parham
McDougle, Herbert Irwin	

* Degree conferred *in absentia*.

PH.D. DEGREE

Basler, Roy Prentice, Jr., A. B., Central; M.A., Duke.

Dissertation: *Abraham Lincoln in Literature; The Growth of an American Legend.*

Carroll, Mary Swan, A.B., University of Tennessee; M.A., University of Wisconsin.

Dissertation: *Tennessee Sectionalism, 1796-1861.*

Elmore, Kelly Lee, A.B., Duke.

Dissertation: *Temperature Hysteresis in Weston Standard Cells.*

Greathouse, Glenn Arthur, B.E., Illinois State Normal; M.S., University of Illinois.

Dissertation: *Some Physico-Chemical Properties of Cell Sap in Plants, with some Studies of Transpiration, and their Relationship to the Physical Environment.*

Pace, Donald Metcalf, B.S., Susquehanna; M.A., Duke.

Dissertation: *The Relation of Inorganic Salts to Growth and Reproduction in Amoeba Proteus.*

Parks, E. Taylor, A.B., Carson-Newman; M.A., University of Tennessee.

Dissertation: *Colombia and its Relations with the United States, 1765-1848.*

Root, Raymond Willard, A.B., Milton; M.A., Duke.

Dissertation: *The Respiratory Function of the Blood of Marine Fishes.*

Stokes, Ruth Wyckliffe, A.B., Winthrop; M.A., Vanderbilt.

Dissertation: *A Geometric Theory of Solution of Linear Inequalities.*

Walston, Rosa Lee, A.B., Woman's College of Alabama; M.A., Birmingham-Southern; M.A., Columbia.

Dissertation: *A Critical Study of George W. Cable.*

HONORS IN THE GRADUATING CLASS

Magna Cum Laude

Richard Joseph Bisson	Whitfield Huff Marshall
Carl Frederic Bretholl	Anna Katherine Moses
Argyle Glenn	Elizabeth Faye Mulholland
Gladys Merle Higgins	Joseph Gaither Pratt
Edgar Jerome Hocutt	Frances Rowe
Helen Jenkins	Walter Albert Stanbury, Jr.
Morris Alexander Jones	Herman Walker, Jr.
Charles Harris Livengood, Jr.	Lila Mack Woodward

HONORS IN DEPARTMENTS

ENGLISH—Gerald Martin Crona, Edgar Jerome Hocutt

GREEK—Joseph Gaither Pratt

HISTORY—Willie Augusta Gee, Frances Eleanor Rowe, Erma Elizabeth Williams

MATHEMATICS—Gladys Merle Higgins

SOPHOMORE HONORS

David Sterling Clarke	Carl Raymond Lundgren
Harry Leonard Dein	Virginia McGhee
Anna Gertrude Douglas	Jeanne Manget
Lucile Draughon	Dorothy Newsom
Adam Marr Gaddis	Gordon Gilbert Power
Marjorie Glasson	Robert McNeal Vaughan
David Jaffe	Lee Elmas Vickers
William Karpinsky	Myrtice Ward
Ruth Knowles	Henry Acaley Wynn
Jacob Levin	

FRESHMAN HONORS

William Elisha Apple	Mary Louise Horne
Harold Witherspoon Atkinson	George Homer Hicks
Cicely Berlin	Charles Raymond Humphreys
Wilbur Lee Brister	Eleanor Markham
Rosanelle Cash	Eli Primack
Paul Erdman Dilworth	Robert Wall Sapp
Ruth Fielden	Warren Candler Scoville
William Mellinger Gearhardt	Mary Frances Smith
Joseph Winton Getzendanner, Jr.	Charles Paul Stevick
Jessie Hertz	Ross Augustus Tunnell, Jr.

ROLL OF STUDENTS (1931-1932)

THE WOMAN'S COLLEGE

FRESHMAN CLASS

Abraham, Juliet Lyons	Uniontown, Pa.
Airheart, Dorothy Lavinder	Durham, N. C.
Allen, Lillian Burton	Durham, N. C.
Anderson, Frances Seward	Lynchburg, Va.
Atkinson, Eleanor Josephine	Lynchburg, Va.
Ayers, Jean Elizabeth	Indiana, Pa.
Bailey, June	Thomasville, Ga.
Baker, Evelyn Louise	Thomasville, N. C.
Baker, Ruth Bernice	Moorestown, N. J.
Ballard, Roberta Grace	Rural Hall, N. C.
Banks, Lynda Ferriby	Wilson, N. C.
Barber, Kathryn Marie	Clinton, N. C.
Barlow, Mildred Louise	Fulton, N. Y.
Baskerville, Lucy Burwell	Warrenton, N. C.
Bates, Margaret Nancy	Elkton, Md.
Berenson, Sara	Bogalusa, La.
Bernie, Grace Elinor	White Plains, N. Y.
Bishop, Nellie Baldridge	Durham, N. C.
Black, Elma Jeanette	Bamberg, S. C.
Blalock, Helen Hurley	Troy, N. C.
Blank, Carroll Bottomley	Bywood, Pa.
Bowen, Dolly Ray	Albany, Ga.
Bradshaw, Phyllis Page	Trenton, N. J.
Britt, Martha Josephine	Durham, N. C.
Brogden, Rebecca Muriel	Durham, N. C.
Brooks, Hazel Virginia	Roxboro, N. C.
Brown, Julia Estelle	Greenville, N. C.
Brown, Mary Alice	Durham, N. C.
Brownlee, Anna Kathryn	Philadelphia, Pa.
Bryson, Kathleen Rae	Durham, N. C.
Bullock, Mary Frances	Oxford, N. C.
Burleigh, Lucy Elvira	Rutherford, N. J.
Burnett, Margaret	Independence, Va.
Burroughs, Miriam Josephine	Durham, N. C.
Carper, Mary Evelyn	Rowland, N. C.
Cassidy, Elizabeth Jo	Erwin, Tenn.
Chappell, Mary Gould	Charleston, W. Va.
Chase, Pauline	Brockton, Mass.
Chastain, Bernice Clifford	Stillwater, Okla.
Chittenden, Eleanor Faris	Weldon, N. C.

Clark, Helen	Louisville, Ga.
Clark, Sally	Wilmette, Ill.
Clements, Orpah Southerland	Durham, N. C.
Combs, Julia Marie	Durham, N. C.
Conselman, Martha Joy	New York, N. Y.
Cook, Sara Jane	Baltimore, Md.
Corbin, Charlotte	Durham, N. C.
Covington, Mary Faison	Thomasville, N. C.
Cox, Virginia Elizabeth	Asheville, N. C.
Crye, Mary Elizabeth	Hendersonville, N. C.
Davis, Evelyn Ames	Old Trap, N. C.
Davis, Nannie Louise	Goldsboro, N. C.
Davis, Ruth Elizabeth	Old Trap, N. C.
Dewey, Mary Alice	Goldsboro, N. C.
Dilley, Mary Alice	Ocean City, N. J.
Duling, Josephine Howard	Chattanooga, Tenn.
Duncan, Susan Hawley	Fredonia, N. Y.
Earl, Janet Ruth	Clinton, Iowa
Ely, Marian Claire	Doylestown, Pa.
Emery, Hazel D'Etta	Jacksonville, Fla.
English, Alice Jacques	Mount Olive, N. C.
Epstein, Ethel	Raeftord, N. C.
Ferguson, Marjorie Retta	Rutherford, N. J.
Fletcher, Esther James	Wilmington, N. C.
Forbes, Dorothy Orrell	Trenton, N. J.
Fox, Eleanor May	Baltimore, Md.
Gantt, Eva Goldie	Durham, N. C.
Garrett, Ethel Varrell	Swarthmore, Pa.
Geddes, Laura Virginia	Baltimore, Md.
Gehman, Mildred Ruth	Lancaster, Pa.
Gillette, Rena Pearl	Wilmington, N. C.
Glover, Nancy Rice	Oxford, N. C.
Goldstein, Jeanette Gertrude	Roanoke, Va.
Gooch, Lula Page	Henderson, N. C.
Goodman, Elise Marion	Portsmouth, Va.
Green, Mary Cook	Weldon, N. C.
Green, Loraine Emerson	New Haven, Conn.
Haller, Louise Anna	Erie, Pa.
Hannon, Jane Steele	Charlotte, N. C.
Harris, Eleanor Onslow	Durham, N. C.
Harrison, Ethel Mae	Thomasville, N. C.
Haskins, Harriet Louise	Ashfield, Mass.
Hassell, Margaret Barden	Greenville, N. C.
Hayden, Velva	High Point, N. C.
Heard, Mary Ada	St. Petersburg, Fla.
Hedrick, Alma Harris	Salisbury, N. C.
Hedrick, Robbie Geneva	Lexington, N. C.
Heinley, Florence Elizabeth	Amityville, N. Y.
Heptinstall, Hannah Bailey	Littleton, N. C.

- Hines, Dorothy Byrd
 Hocker, Blanche Cozart
 Hoffman, Ethel Hughes
 Hoffman, Helen Hughes
 Holly, Clover Morrison
 Holman, Dorothy Darden
 Holmes, Elizabeth Ross
 Hunsicker, Sylvia Morehouse
 Hunter, Sara Lynn
 Hutchins, Alice Norman
 Irwin, Bernice Elaine
 Isenhour, Catherine Elizabeth
 Isenhour, Wilhelmina
 Jenkins, Evelyn Winfield
 Jerome, Elizabeth Pollard
 Johnson, Margaret Sexton
 Jones, Lois Elsie
 Jones, Mildred
 Jones, Muriel
 Jordan, Virginia Marshburn
 Kautzmann, Audrey Ida
 Kernodle, Jennie Sue
 King, Marjorie Adelaide
 Langston, Denzil
 Laws, Temesia Louise
 Lawton, Marie Howard
 Long, Corinne
 Long, Josephine
 Luke, Sarah Margaret
 Lytle, Virginia Eliza
 McBride, Marjorie
 McFadyen, Dorothea Pauline
 McMillion, Elise Gray
 McNeill, Susan Gardner
 McQuilken, Mary Jane
 Malone, Eloise Wrenn
 Maywald, Frances Elizabeth
 Meadows, Sara
 Meiklejohn, Mary Wilson
 Merkel, Louise
 Mewborn, Alma Evelyn
 Mewborn, Thelma Gertrude
 Mitchell, Thelma Bethune
 Mock, Mary Eleanor
 Molyneaux, Jeanne
 Morris, Rebekah Stiles
 Mountcastle, Katherine Scott
 Mulford, Mary Jane
 Myers, Dorothy Russell
 Greensboro, N. C.
 Danville, Ky.
 Hagerstown, Md.
 Hagerstown, Md.
 Brooklyn, N. Y.
 Wilmington, N. C.
 Hastings-on-Huds'n, N.Y.
 Allentown, Pa.
 Reading, Pa.
 Winston-Salem, N. C.
 Bradley Beach, N. J.
 Durham, N. C.
 Durham, N. C.
 Franklinton, N. C.
 Winston-Salem, N. C.
 Roanoke, Va.
 Durham, N. C.
 South Attleboro, Mass.
 South Attleboro, Mass.
 Brooklyn, N. Y.
 Belmar, N. J.
 Durham, N. C.
 Taunton, Mass.
 Orlando, Fla.
 Rougemont, N. C.
 Media, Pa.
 Catawba, N. C.
 Catawba, N. C.
 Thomasville, Ga.
 Jacksonville, Fla.
 Carrollton, Miss.
 Concord, N. C.
 Roanoke, Va.
 Jacksonville, Fla.
 Roanoke, Va.
 New Orleans, La.
 Orlando, Fla.
 New Bern, N. C.
 Cheraw, S. C.
 Milwaukee, Wis.
 Snow Hill, N. C.
 Snow Hill, N. C.
 Durham, N. C.
 Waynesville, N. C.
 Washington, D. C.
 Washington, D. C.
 Roanoke, Va.
 Washington, D. C.
 Leesburg, Va.

Nease, Emma Ruth	Jacksonville, Fla.
Newsom, Tempe Garrett	Durham, N. C.
Nicks, Kathrine Calista	Roxboro, N. C.
Norwood, Ethelann Josephine	New York, N. Y.
Nycum, Clara Sara	Durham, N. C.
O'Brien, Mildred Ruth	St. Augustine, Fla.
O'Dell, Ruth Alice	Beckley, W. Va.
Oliver, Pauline Elizabeth	Fort Lauderdale, Fla.
Olson, Mary Cecelia	St. Augustine, Fla.
Ormond, Janet	Durham, N. C.
Owens, Laura Elizabeth	Bennettsville, S. C.
Parker, Helen Bridgers	Henderson, N. C.
Parker, Margaret Irons	Burlington, N. J.
Partlow, Katharine Alma	Lynchburg, Va.
Patchell, Sarah Arment	Media, Pa.
Patterson, Angela	Greensboro, N. C.
Peacock, Margaret Clark	Salisbury, N. C.
Pedersen, Sigrid Hermione	New York, N. Y.
Pegram, Alma Elizabeth	Hamlet, N. C.
Perry, Ethel Virginia	Rocky Mount, N. C.
Philips, Eleanor Lewis	Thomasville, Ga.
Phillips, Caroline Mary	Lexington, N. C.
Physioc, Nancy McAlpin	Stamford, Conn.
Pollock, Mildred Ruth	Asheville, N. C.
Poole, Mary Elizabeth	Troy, N. C.
Pos, Florence Blanch	Asheville, N. C.
Powell, Nell Nelson	Edenton, N. C.
Powell, Sue Elnora	Gastonia, N. C.
Pyle, Bertie Duphorne	Delta, Pa.
Raezer, Margaret Louise	Lancaster, Pa.
Rapp, Marie Gertrude	Collingswood, N. J.
Reed, Mary Emma	Newark, N. J.
Riddick, Mary Lucy	Durham, N. C.
Riefe, Caroline Amelia	Baltimore, Md.
Ritter Jane deForest	Collingswood, N. J.
Roberson, Kathleen Griffith	Durham, N. C.
Robertson, Nellie Sue	Winston-Salem, N. C.
Robertson, Ruth Anne	Greenville, S. C.
Robinson, Elizabeth Anne	Hollidaysburg, Pa.
Rosenstein, Esther	Dickson City, Pa.
Rouse, Dorothy Louise	Cheraw, S. C.
Sawyer, Katherine Louise	Fort Hamilton, N. Y.
Schäffle, Evalyn Wilson	Asheville, N. C.
Schomaker, Marie Augusta	Pearl River, N. Y.
Sear, Lena	Hampton, Va.
Sheddy, Maxine Keyte	Youngsville, Pa.
Sherron, Elizabeth Felts	Durham, N. C.
Sidenberg, Jeanette Gertrude	Richmond, Va.
Sinclair, Etta Marie	Peekskill, N. Y.

Singleton, Susan Emily
 Sink, Hilda Gretchen
 Slaughter, Sallie Patricia
 Smith, Margaret Beatrice
 Smith, Sarah Slocum
 Smith, Vivian Julian
 Snyder, Lenora Charlotte
 Spence, Sara Amelia
 Spice, Harryette Elizabeth
 Stanter, Mary Margaret
 Stone, Nancy Elma
 Sullivan, Pauline Elizabeth
 Surles, Doris Lee
 Swartz, Rosa Rachel
 Sykes, Mary Lee
 Taylor, Ethel Quaintance
 Tedder, Ada Grace
 Tennis, Ruth Beatrice
 Terry, Elizabeth Bland
 Thompson, Madeline
 Thompson, Sarah Wray
 Tipping, Hazel Ruth
 Tompkins, Eleanor
 Touchton, Margaret, Elizabeth
 Upchurch, Theda Elaine
 Walker, Sarah Dillon
 Walton, Dorothy Adams
 Warren, Dorothy
 Way, Harriet Elisabeth
 Weatherly, Nina May
 Wegener, Augusta Ermengarde
 White, Ethel Louise
 White, Helen Forbes
 White, Mary Nash
 Whitehead, Selma Harding
 Wikoff, Dorothy Evva
 Wilkerson, Annie Louise
 Wilson, Jane Bliss
 Witham, Dorothy Ellen
 Woodward, Sarah Elizabeth
 Wright, Arlene Elizabeth
 Wyvell, Dorothy Bryan
 Yarbrough, Mary Elizabeth
 Zimmerman, Gretchen Elizabeth

Selma, N. C.
 Lexington, N. C.
 Oxford, N. C.
 Durham, N. C.
 Chadbourn, N. C.
 Red Lion, Pa.
 Ridgefield Park, N. J.
 Suffolk, Va.
 Ravenna, Ky.
 Peekskill, N. Y.
 Durham, N. C.
 Anderson, S. C.
 Dunn, N. C.
 Durham, N. C.
 Thomasville, N. C.
 Palestine, Texas
 Lakeland, Fla.
 Norfolk, Va.
 Lexington, N. C.
 Lexington, N. C.
 Shelby, N. C.
 Mandarin, Fla.
 White Plains, N. Y.
 Valdosta, Ga.
 Apex, N. C.
 Elizabeth City, N. C.
 Jacksonville, Fla.
 Bel Air, Md.
 Orangeburg, S. C.
 Durham, N. C.
 Durham, N. C.
 Baltimore, Md.
 Greenville, N. C.
 Richmond, Va.
 Weldon, N. C.
 Kansas City, Mo.
 Raleigh, N. C.
 Durham, N. C.
 Swarthmore, Pa.
 Richlands, N. C.
 Durham, N. C.
 Washington, D. C.
 Durham, N. C.
 Shamokin, Pa.

SOPHOMORE CLASS

Adams, Evelyn Womack
 Bane, Elizabeth Josephine
 Barnes, Annette

McColl, S. C.
 Princeton, W. Va.
 Elm City, N. C.

Beamer, Celestine Marie
Bennett, Virginia May
Berlin, Cicely
Brooks, Mary Katherine
Bryan, Lucile Pansy
Burns, Margaret Virginia
Cannady, Carrie Belle
Cannady, Melissa Ozelle
Carothers, Mary LoDema
Carver, Beatrice Marie
Cash, Rosanelle
Chaffin, Hattie O'Brien
Childs, Hermine Elaine
Chipman, Betty Rebecca
Clark, Marjorie Belle
Clark, Ruth Sarah
Cobb, Lola Garrett
Crowder, Courtney Parthenia
Daniel, Helen Garrett
Darden, Eulalia Rebecca
Dillon, Virginia Marie
Dimmette, Rubie Cheek
Dobbins, Mary Elizabeth
Doster, Harriet Elizabeth
Douglas, Dorothy
Douglas, Elinor Marie
Draughon, Mae Bell
DuBois, Rosalie Hilda
Duke, Amy
Dunlop, Bonnie St. Clair
Eakes, Helen Virginia
Ebbs, Lois Sprinkle
Edwards, Margaret Sangster
Evans, Katherine Trigg
Feldman, Clare Weaver
Fielden, Ruth
Fuller, Elizabeth Wiley
Fuller, Margaret Wells
Futrell, Ina
Gaddis, Mary Trimble
Gammill, Lora Hooper
Garrard, Nellie Gertrude
Glass, Mary Josephine
Green, Doris Hawthorne
Griffin, Janet Elliot
Haines, Edith Marjorie
Harris, Lucy Lea
Hertz, Jessie Louise
Herzog, Josephine

Burley, Idaho
Ben Avon, Pa.
Hampton, Va.
Durham, N. C.
Garner, N. C.
Asheville, N. C.
Durham, N. C.
Durham, N. C.
Asbury Park, N. J.
Rougemont, N. C.
Winston-Salem, N. C.
Mocksville, N. C.
Durham, N. C.
Baltimore, Md.
Berea, Ky.
Baltimore, Md.
Cheriton, Va.
Jarratt, Va.
Columbia, S. C.
Kenly, N. C.
Wilmington, N. C.
Gastonia, N. C.
Winston-Salem, N. C.
Birmingham, Ala.
Rocky Mount, N. C.
Wethersfield, Conn.
Durham, N. C.
Stamford, Conn.
Fort Valley, Ga.
Alderson, W. Va.
Wake Forest, N. C.
Asheville, N. C.
Durham, N. C.
Christiansburg, Va.
Easton, Pa.
Telford, Pa.
South Orange, N. J.
South Orange, N. J.
Rich Square, N. C.
Brown, Md.
Jackson, Miss.
Durham, N. C.
Fort Lauderdale, Fla.
Durham, N. C.
Baltimore, Md.
Moorestown, N. J.
Rockingham, N. C.
Harrisburg, Pa.
Baltimore, Md.

- Hewitt, Mary Kathryn
Hicks, Elizabeth Hugh
Holder, Marjorie Sue
Holt, Dorothy Mae
Holt, Jeanne Mercedes
Horne, Mary Louise
Horton, Emmie Hearne
Horton, Emma LaVerne
Hydrick, Emily Ann
Ingram, Eloise Wooters
Jackson, Jean Grant
Jansen, Mary Elizabeth
Johnson, Susan Paulett
Jones, Myrtle Ruth
Katz, Ann Helen
Kennedy, Mildred Jacquelin
Kindel, Martha Louise
King, Lillian Hester
Kirkman, Dorothy Gurley
Knight, Elizabeth Catherine
Lackey, Mary Stuart
Lanzetta, Emelia Marie
Lawrence, Laura Frances
Lawson, Anna Brown
Leach, Amber Louise
Linscott, Dorothy
Lyon, Emma Frances
McCoy, Margaret Elizabeth
McCrary, Lilla Belle
McCrudden, Jessie Ruth
McIntosh, Ella Carolyn
McKinney, Mildred Lucille
Markham, Eleanor Mallory
Marsh, Ester Martha
Miller, Edith Trussell
Miller, Jane Dameron
Mixon, Edith Miriam
Morali, Helen Marie
Morton, Frances Merritt
Moyler, Helen Calvert
Murdock, Jean
Nachamson, Ethel
Norman, Dorothy Fay
Norwood, Elizabeth Bethune
Parkhurst, Mary
Pendergraph, Helen Ruth
Physioc, Martha Andre
Powe, Catharine Tate
Reid, Margaret Lucille
Hackensack, N. J.
Durham, N. C.
Jefferson, Ga.
Durham, N. C.
Raleigh, N. C.
Rocky Mount, N. C.
Albemarle, N. C.
Winter Haven, Fla.
Durham, N. C.
High Point, N. C.
Mountain Lakes, N. J.
Stamford, Conn.
Ashland, Va.
Chilhowie, Va.
Portsmouth, Va.
Roanoke, Va.
Raleigh, N. C.
Durham, N. C.
High Point, N. C.
Morristown, N. J.
Christiansburg, Va.
New York, N. Y.
Norfolk, Va.
Erwin, Tenn.
Lynn, Mass.
Winchester, Mass.
Durham, N. C.
Charlotte, N. C.
Lexington, N. C.
Moorestown, N. J.
Old Fort, N. C.
Shelby, N. C.
Durham, N. C.
Turtle Creek, Pa.
Front Royal, Va.
Portsmouth, Va.
Valdosta, Ga.
Floral Park, N. Y.
Roxboro, N. C.
Franklin, Va.
Greenville, S. C.
Durham, N. C.
Hickory, N. C.
McBee, S. C.
Raleigh, N. C.
Durham, N. C.
Stamford, Conn.
Durham, N. C.
Glenbrook, Conn.

- Robinson, Pauline
Rodham, Dorothy Gertrude
Rogers, Lola Marler
Rose, Bernice Elsie
Serfas, Catherine Fabel
Sharp, Dorothy Lillian
Sheppard, Mary Bodiford
Sherrill, Kathryn Barnette
Sholl, Charlotte Etta
Sink, Mary Isabel
Skinner, Mary Winborne
Skirving, Mary Lamb
Slack, Embree Maxine
Smith, Edna Marie
Sneeden, Mary Steele
Strickland, Erma Ellen
Strowd, Peggy Anne
Suiter, Mary James
Taggart, Mary Eleanor
Taylor, Mildred Josephine
Taylor, Sarah Katherine
Tenney, Elaine Cameron
Thomas, LaDonia Baxter
Thomas, Lucie Wall
Thomson, Caroline Elizabeth
Thrift, Laura Nell
Tudor, Frances Elizabeth
Turner, May Frances
Umstead, Charlotte Frances
Umstead, Dorothy Templeton
Vaughan, Mary Emily
Voigt, Margie Elizabeth
Walker, Augusta Alice
Walker, Martha
Wannamaker, Harriet
Watkins, Carolyn Lewis
Watkins, Mary Elizabeth
Weatherspoon, Mary Virginia
Weaver, Artis Elizabeth
Weinstock, Adeline Florence
Wheeler, Elizabeth
Whitaker, Doris Grey
Williams, Anne Heptinstall
Williams, Mary Ethel
Winget, Mary Gray
Winslow, Marcia Elizabeth
Winston, Frances Byrd
Wooten, Alice Yates
Wyatt, Helen Lockwood
York, Mary Anne
Asheville, N. C.
Scranton, Pa.
Durham, N. C.
New York, N. Y.
Easton, Pa.
Chicago, Ill.
Bradenton, Fla.
Cornelius, N. C.
Moorestown, N. J.
Winston-Salem, N. C.
Durham, N. C.
Philadelphia, Pa.
Bristol, Tenn.
Cleveland, Ohio
Durham, N. C.
Durham, N. C.
Durham, N. C.
Rocky Mount, N. C.
Tidioute, Pa.
Harrisburg, Pa.
Gastonia, N. C.
West Orange, N. J.
Rockingham, N. C.
South Hill, Va.
Lillington, N. C.
Durham, N. C.
Albemarle, N. C.
Wilson, N. C.
Durham, N. C.
Durham, N. C.
Jackson, N. C.
Philadelphia, Pa.
Elizabeth City, N. C.
Bradenton, Fla.
Durham, N. C.
Henderson, N. C.
Augusta, Ga.
Durham, N. C.
Rocky Mount, N. C.
New York, N. Y.
Toledo, Ohio
Durham, N. C.
Franklin, Va.
Wilmington, N. C.
Gastonia, N. C.
Greenville, N. C.
Minneapolis, Minn.
Fayetteville, N. C.
West Medford, Mass.
Morris Plains, N. J.

JUNIOR CLASS

Allen, Sally Anderson	Charlotte, N. C.
Atkinson, Louise Theresa	Lynchburg, Va.
Ayers, Helen Louise	Indiana, Pa.
Baldwin, Mary Grace	Concord, N. C.
Barnhardt, Elma Gwyn	Rutherford College, N. C.
Beasley, Mary Cora	Louisburg, N. C.
Beaven, Eleanor Rogers	Washington, D. C.
Boesch, Betty Margaret	Durham, N. C.
Breedlove, Evelyn Caroline	Oxford, N. C.
Bulluck, Martha Elizabeth	Rocky Mount, N. C.
Burwell, Alice Littlepage	Warrenton, N. C.
Card, Helen Kendrick	Durham, N. C.
Casali, Liberty Mary	Welch, W. Va.
Casey, Dorothy	Manteo, N. C.
Clark, Virginia	Louisville, Ga.
Cockman, Hazel	Durham, N. C.
Connelly, Lillie May	North Side, N. C.
Cooke, Emma Ellen	Elkin, N. C.
Cornett, Elizabeth Amelia	Bluefield, W. Va.
Cox, Mary Virginia	Granite Quarry, N. C.
Cunningham, Dorothy	Oil City, Pa.
Curtis, Grace Elizabeth	Greensboro, N. C.
Cutchin, Annie Lee	Whitakers, N. C.
Dailey, Alma Randall	Pittsboro, N. C.
Davis, Vivian Vassar	Oxford, N. C.
Dawson, Helen Marie	Durham, N. C.
Douglas, Anna Gertrude	High Point, N. C.
Draughon, Lucile Byrd	Durham, N. C.
Eaton, Dorothy	Franklin, N. C.
Elgar, Grace	Wytheville, Va.
Ellis, Mary Juanita	Russellville, Ark.
English, Eva Davis	Mt. Olive, N. C.
Fanton, Helen May	Westport, Conn.
Fletcher, Geraldine Meredith	McColl, S. C.
Floyd, Mabel Maud	Fairmont, N. C.
Flynn, Charlotte Elizabeth	Washington, N. C.
Forlines, Ruth Rebecca	Durham, N. C.
Foster, Anne Lois	Durham, N. C.
Fulford, Vera Carson	Durham, N. C.
Fulton, Sarah Garland	Washington, D. C.
Gainey, Lucille Buchanan	Fayetteville, N. C.
Garrett, Eloise Troy	Greenville, N. C.
Gibbons, Margaret Brevard	Hamlet, N. C.
Glasson, Marjorie	Durham, N. C.
Green, Virginia Suiter	Weldon, N. C.
Griffin, Margaret Ann	Woodland, N. C.
Hall, Ruth Randolph	Brooklyn, N. C.
Hammack, Eugenia	Edison, Ga.

Harris, Margaret Lee
Hooker, Louisa
Horton, Sue Editha
Howie, Martha
Ingle, Rivera Carman
Ingles, Angelyn Harvey
Jackson, Beulah Samples
Jackson, Marion Hope
Jeffrey, Winona Armeda
Johnson, Olla Fay
Jones, Nedra June
King, Margaret Henry
Knowles, Helen Ruth
Leary, Dorothy Cornell
Love, Edna Haynes
McCrary, Virginia Rae
McGhee, Mary Frances
McGlone, Loraine
Mizell, Catherine Lucile
Mock, Martha Jeannette
Montgomery, Margaret Holden
Montgomery, Mary Frances
Munson, Floy Frederick
Nachamson, Grace
Nance, Marion Smith
Nelms, Margaret Jane
Newland, Elizabeth Tuttle
Newsom, Dorothy
Newton, Lillian Reid
Nichols, Hazel Amerith
Northcutt, Thelma Alice
Oakley, Gretha Blan
O'Keef, Fannie Corbett
Osborne, Letha Griffin
Overton, Rena Smithwick
Pardue, Mary Humphreys
Patterson, Carmen
Patterson, Cora Lillian
Pemberton, Emaly
Perry, Julia Anne
Phillips, Helen Lorraine
Poovey, Maybelle
Purvis, Bennie Howell
Ragan, Virginia
Roberson, Nancy Elisabeth
Rodgers, Mary Eleanor
Royall, Rebecca Carroll
Scruggs, Marjorie deLawter
Sellars, Elizabeth

Durham, N. C.
Greenville, N. C.
Winter Haven, Fla.
Charlotte, N. C.
East Orange, N. J.
Richmond, Va.
Durham, N. C.
Inwood, N. Y.
Homer City, Pa.
Lillington, N. C.
Norfolk, Va.
Durham, N. C.
Portsmouth, Ohio
East Orange, N. J.
Cliffside, N. C.
Lexington, N. C.
Atlanta, Ga.
Pine Bluff, Ark.
Opp, Ala.
Waynesville, N. C.
Charlotte, N. C.
Durham, N. C.
Detroit, Mich.
Durham, N. C.
Asheville, N. C.
Kingsport, Tenn.
Pasadena, Calif.
Durham, N. C.
Rose Hill, N. C.
Durham, N. C.
McFarlan, N. C.
Lillington, N. C.
Wilmington, N. C.
Glen Alpine, N. C.
Sweepsonville, N. C.
Hopkinsville, Ky.
Greensboro, N. C.
Albemarle, N. C.
Durham, N. C.
Orange, Va.
Richmond, Va.
Mt. Airy, N. C.
Durham, N. C.
Gastonia, N. C.
Durham, N. C.
Northfield, Mass.
Smithfield, N. C.
Asheville, N. C.
Burlington, N. C.

Sellars, Nellie Louise
 Shankle, Martha Catherine
 Smith, Elsie Margaret
 Smith, Mary Frances
 Snyder, Ruth Woodward
 Stiles, Eulalia
 Stites, Mildred Gant
 Stringfield, Martha Floss
 Taylor, Hazel Ann
 Thrift, Susie Webb
 Vance, Martha Virginia
 Waddell, Kathleen Elizabeth
 Ward, Myrtice Charlotte
 Waters, Carlotta Lucretia
 Weathers, Elizabeth Delany
 West, Elizabeth Gillespie
 Weston, Orvetta Talbott
 White, Laura Wood
 Whitehead, Ola Belle
 Wilkerson, Helen Elizabeth
 Williams, Annie Crockette
 Wilson, Bessie Caldwell Rankin
 Woods, Clinton McMillin
 York, Elizabeth Rue

Mebane, N. C.
 Mt. Gilead, N. C.
 Durham, N. C.
 Valdosta, Ga.
 Bethlehem, Pa.
 Louisville, Ga.
 Hopkinsville, Ky.
 Waynesville, N. C.
 Stapleton, Va.
 Durham, N. C.
 Harvey, Ill.
 Bonlee, N. C.
 Durham, N. C.
 Washington, N. C.
 Raleigh, N. C.
 Hendersonville, N. C.
 Burkeville, Va.
 Raleigh, N. C.
 Weldon, N. C.
 Nashville, Tenn.
 Wilmington, N. C.
 Montreat, N. C.
 Marion, S. C.
 Morris Plains, N. J.

SENIOR CLASS

Adams, Edna Lee
 Altvater, Margaret Glass
 Auld, Elizabeth Greene
 Batten, Alice Moffitt
 Best, Flora Crews
 Bledsoe, Margaret Gray
 Breedlove, Lucile Aiken
 deBruyne, Leonora
 Carr, Elizabeth Jameson
 Chandler, Helen
 Clarke, Elizabeth Ray
 Craft, Norma Louise Charles
 Craven, Mary Elizabeth
 Cummings, Eliza Preston
 Davidson, Linda Alberta
 Davis, Frances Allen
 Eutsler, Bertha Beverly
 Francis, Pauline Snelson
 Gordon, Mabel Page
 Gregory, Mabel Ruth
 Guthrie, Mildred Moore
 Hahn, Verna Mae
 Harrell, Margaret Gertrude

Durham, N. C.
 Denver, Colo.
 Asheville, N. C.
 Charlotte, N. C.
 Fremont, N. C.
 Greensboro, N. C.
 Durham, N. C.
 Durham, N. C.
 Florence, S. C.
 Wilmington, N. C.
 Wilmington, N. C.
 Lakeland, Fla.
 Abingdon, Va.
 Augusta, Ga.
 New Bern, N. C.
 Goldsboro, N. C.
 Bryson City, N. C.
 Elizabeth City, N. C.
 Angier, N. C.
 Swan Quarter, N. C.
 Mt. Pleasant, N. C.
 Asheville, N. C.

- Henry, Carolyn
Holloway, Kathleen Steen
Horton, Helen Elizabeth
Howard, Margaret Goodson
Huckabee, Alice Virginia
Hundley, Lottie Markham
Hunt, Willie Hayne
Hyatt, Margaret Katherine
Johnston, Gay Elizabeth
Jones, Esther Ruth
King, Estelle
King, Mary Margaret
Langston, Mary Williamson
Leach, Edith Horne
Leyenberger, Edna Clare
Long, Wilma Jackson
McCracken, Sarah Katherine
McDonald, Thirza Bowen
McKinney, Eileen Stikeleather
Manget, Jeanne Logan
Manget, Elizabeth DePass
Martin, Mary Heston
Massey, Norma Louise
Moses, Mary Louise
Moss, Florence
Murphy, Lenore Marian
Myers, Martha Calla
Nicks, Mariana
Ownbey, Sara Elizabeth
Parsons, Margaret Elinor
Phillips, Margaret Jessamine
Phipps, Marguerite Elizabeth
Pierce, Martha Grainger
Pittman, Katherine Louise
Pittman, Margaret Elizabeth
Pope, Mildred Yonts
Powell, Mary Elizabeth
Powell, Virginia Dare
Ragland, Rosa Harriet
Robinson, Nola Kate
Rogers, Evelyn
Rouse, Elizabeth Armanie
Rowland, Elizabeth
Royall, Margaret Louise
Seeley, Laura Mae
Sexton, Madge Lee
Shewey, Virginia
Shuford, Gladys Winston
Shugart, Dorothy Holton
Chicago, Ill.
Montgomery, Ala.
Durham, N. C.
Franklinton, N. C.
Albemarle, N. C.
Durham, N. C.
Hahira, Ga.
Waynesville, N. C.
Laurel, Miss.
Elloree, S. C.
Hapeville, Ga.
Durham, N. C.
Goldsboro, N. C.
Washington, N. C.
Orleans, Vt.
Oxford, N. C.
Washington, N. C.
Monroe, Ga.
Shelby, N. C.
Macon, Ga.
Macon, Ga.
Winston-Salem, N. C.
Trinity, N. C.
Norfolk, Va.
Mobile, Ala.
Warren, Pa.
Charlotte, N. C.
Roxboro, N. C.
Asheville, N. C.
Wilkes-Barre, Pa.
Durham, N. C.
Independence, Va.
Weldon, N. C.
Kinston, N. C.
Kittrell, N. C.
Thomasville, N. C.
Warsaw, N. C.
Lenoir, N. C.
Virgilina, Va.
Durham, N. C.
Asheville, N. C.
La Grange, N. C.
Durham, N. C.
New Bern, N. C.
Ozone Park, N. Y.
Bahama, N. C.
Buena Vista, Va.
Lexington, N. C.
Yadkinville, N. C.

Simpson, Marion
 Singletary, Martha Elisabeth
 Sloop, Emma Beattie
 Smathers, Lois Margaret
 Smith, Louise
 Smith, Ora Lee
 Steely, Mercedes Schoenrich
 Stewart, Annie Jean
 Strowd, Helen Branson
 Sykes, Clara Elizabeth
 Tate, Mary Jane
 Trowbridge, Eleanor Goodhue
 Turner, Margaret Catherine
 Umstead, Christine Arnold
 Vickers, Margaret Elise
 Warren, Lell Langley
 Young, Marian Elizabeth

Monroe, N. C.
 Winston-Salem, N. C.
 Crossnore, N. C.
 Asheville, N. C.
 Canton, Ohio
 Albemarle, N. C.
 Augusta, Ga.
 Charlotte, N. C.
 Durham, N. C.
 Statesville, N. C.
 South Bend, Ind.
 Weaverville, N. C.
 Mayodan, N. C.
 Durham, N. C.
 Roxboro, N. C.
 Enterprise, Ala.
 Johnston, Pa.

SPECIAL

Bradway, Mary Henderson
 Callahan, Mary E.
 Dixon, Eugenia Pittman
 Grant, Louise
 Hime, Lillian H.
 Hinson, Ellie Ford
 Mason, Mary L.
 Matthis, Clara
 Peter, Adelaide Wilson
 Reade, Ethel Gertrude
 Silver, Gussie Patricia
 Whitaker, Bess

Durham, N. C.
 Durham, N. C.
 Durham, N. C.
 Princeton, Minn.
 Durham, N. C.
 Durham, N. C.
 Durham, N. C.
 Durham, N. C.
 Durham, N. C.
 Port Gamble, Wash.
 Durham, N. C.
 Durham, N. C.
 Durham, N. C.

TRINITY COLLEGE

FRESHMAN CLASS

Abeles, Arthur Sidney, Jr.
 Abell, James Guy
 Abernathy, Ralph Lane
 Abraham, James Edgar
 Abugel, Michael
 Adams, Joseph Cockrell
 Adams, John Hutchinson
 Aldridge, Julian McClees
 Allardice, James Barclay
 Alpert, Roy
 Anderson, Charles Albert
 Anderson, Elmer Sidney, Jr.
 Anderson, Glenn Elwood

New Rochelle, N. Y.
 Smithfield, N. C.
 Lincolnton, N. C.
 Uniontown, Pa.
 Norwich, Conn.
 Richmond, Va.
 Oxford, N. C.
 Durham, N. C.
 Mountain Lakes, N. J.
 Jamaica, N. Y.
 Winchester, Va.
 Norfolk, Va.
 Asheville, N. C.

- Anderson, James Garrett
Anderson, Norman LaRue
Andrews, Earnest Tisdale, Jr.
Andrews, Howard
Archbold, Ronald Walter
Armstrong, Clarence William
Armstrong, James Hoffman
Armstrong, Warren Putnam
Arnold, Richard Michael
Artley, William Harman
Asbury, Louis Humbert, Jr.
Atkins, John Leslie, Jr.
Atwater, Robert Nathaniel
Baer, George James
Bagwell, Larry Edward
Bailey, William Clinton
Baird, Thomas Frederick
Bancroft, Herman Garside
Bandeli, Warren Edward
Bangle, Floyd Dowd
Barrett, Woodrow Wilson
Barrington, Jack Manliffe
Barwick, William James
Baughman, Paul Howard
Baxter, Paul Preston Byron
Beatty, Charles David
Beilin, William G.
Bell, John Samuel
Bennett, Clement Clifton, Jr.
Bennett, Elmer Shaner
Berry, Curtis E.
Beville, Stuart McGuire
Bigelow, Malcolm Russell
Bird, William Gibson
Black, Branscomb Thomas
Black, James Carter
Black, Kyle Emerson
Blair, Joseph Reese
Blake, Norman Bradbury
Blakeslee, Alton Laurens
Blumenthal, Albert Isaac
Bly, Paul
Boardman, Elbridge Henry
Boddie, Needham James, Jr.
Boepple, Theodore Frederick Haus
Boland, Harry William
Booher, David Henry, Jr.
Booher, James Alexander
Borneman, Edward Carl
Asheville, N. C.
Durham, N. C.
West Hartford, Conn.
Asheville, N. C.
Cleveland, O.
Washington, D. C.
Surgainsville, Tenn.
Fort Bragg, N. C.
Hershey, Pa.
Savannah, Ga.
Charlotte, N. C.
Durham, N. C.
Burlington, N. C.
Harrisburg, Pa.
Raleigh, N. C.
Cristobal, Canal Zone
Swarthmore, Pa.
York, Pa.
Baltimore, Md.
Charlotte, N. C.
Farmville, N. C.
New York City
Bay Shore, N. Y.
Hendersonville, N. C.
Somerville, N. J.
Pittsburgh, Pa.
Jamaica, N. Y.
Charlotte, N. C.
Wadesboro, N. C.
Crafton, Pa.
Blackstone, Va.
Boston, Mass.
Belmar, N. J.
Swarthmore, Pa.
Birmingham, Ala.
Scotland Neck, N. C.
Landis, N. C.
Troy, N. C.
Roncerverte, W. Va.
Babylon, N. Y.
Winston-Salem, N. C.
New York City
Fair Haven, N. J.
Durham, N. C.
Union City, N. J.
Atlanta, Ga.
Bristol, Tenn.
Bristol, Tenn.
Elkhart, Ind.

- Bost, Edwin McLead
Bostock, James Franklin
Bottorf, Harry Walker, Jr.
Bowen, Cawthon Asbury
Boyd, Robert Alexander, Jr.
Boykin, Wilfred Meredith
Bradford, Vincent
Bradsher, Earl Egbert
Brank, Hugh Taylor
Bratton, James Rufus
Briggs, Robert Hale
Brillinger, Joseph Groff
Britt, William Jerome John
Britton, O. C., Jr.
Broadhurst, Edward Marquette
Broady, Joseph Edward
Brophy, John William
Brosius, Arthur
Brown, Albert Franklin
Brown, Gordon Fitch
Brown, William Edward
Browne, Daniel Walter, Jr.
Brumbach, Marion Rex
Bruton, James Kenneth
Bryan, William Jennings
Bucher, Glenn Earnest
Bugg, Everett Irving, Jr.
Buice, William Thomas, Jr.
Burdette, Herbert Pope
Burgess, Arthur Earl, Jr.
Burke, Lawrence Albert
Burke, William Miller
Burnette, Robert Troy
Burns, Thornton Rollins, Jr.
Burslem, George Ashworth, Jr.
Butner, George Edwin
Burwell, Walker Pettyjohn
Byers, Robert Somerville, Jr.
Caldwell, William Marion
Cameron, William Philip
Campbell, Harold Elmore
Campbell, Sidney Culver
Cannaday, John Edgerton, Jr.
Carl, George
Carman, Harry Blaine
Carroll, Charles Farquis
Carter, Beverly Randolph
Casper, Philip Wilson
Cayer, David
Erwin, N. C.
Arlington, N. J.
Owensboro, Ky.
Nashville, Tenn.
Beckley, W. Va.
Brooklyn, N. Y.
Collingswood, N. J.
Roxboro, N. C.
Weaverville, N. C.
York, S. C.
Taunton, Mass.
York, Pa.
Elmhurst, N. Y.
Winston-Salem, N. C.
Mt. Olive, N. C.
Spencer, N. C.
Dorchester, Mass.
Avondale, Pa.
Marshfield, Mass.
Belleville, N. J.
Durham, N. C.
West Palm Beach, Fla.
Nashville, Tenn.
Mt. Gilead, N. C.
Dickson, Tenn.
Akron, N. Y.
Durham, N. C.
Charlotte, N. C.
Kosciusko, Miss.
Bluefield, W. Va.
Forest Hills, N. Y.
Meriden, Conn.
Greenville, N. C.
Washington, D. C.
Dover, Del.
Charlotte, N. C.
Warrenton, N. C.
Hancock, Md.
Durham, N. C.
Kipling, N. C.
Lynchburg, Va.
Durant, Miss.
Charleston, W. Va.
Poughkeepsie, N. Y.
Bloomfield, N. J.
New Bedford, Mass.
Washington, D. C.
Pittsburgh, Pa.
Elizabeth, N. J.

- Chalk, Skinner Ambrose
Chalkley, William
Chambers, Robert Cassius
Chase, Howard Root, Jr.
Cheek, Pratt
Clark, Floyd Winston
Clark, Chauncey Robert, Jr.
Clark, William Groves, Jr.
Clarke, Dudley Harvey, Jr.
Cline, Arthur Lee
Cline, Charles Roy, Jr.
Cline, Roland Homer
Cloniger, Dorus Kermit
Coan, John Otts, Jr.
Cole, Camberne Chambers
Coleman, Jack Bunting
Collins, Clarke R.
Conrad, Ralph Edward
Conrad, Walter Eugene
Cook, Claude Nathaniel
Cooley, Frank LeRoy
Coon, Charles Weidner
Coone, Lon Albert
Cooper, Herbert Allen
Copley, William Benjamin
Cornelius, Bennet Oscar, Jr.
Correll, Paul Frederick
Corson, Allen, Jr.
Cortner, William Matthew
Cottler, Frank
Craft, Ernest J., Jr.
Crankshaw, Allan Wilfred
Craven, Jack Lambe
Crawford, Fred Eugene
Crawford, Raymond Clarke
Crawley, Walter Chambers
Crenshaw, Ralph Campbell
Crist, Bertrand Robert
Crone, Roy Chester
Crow, Ekron Cheslem, Jr.
Crowson, William Dean
Curtiss, William Byrn
Dailey, Fred Dixon
Dale, Charles Shelby, Jr.
Dameron, William Henry, Jr.
Davies, Ogden Roland
Davis, Alden Quimby, Jr.
Davis, E. Berry, Jr.
Davis, Marion Augustus
Davis, Walter Burke, Jr.
Morehead City, N. C.
Washington, D. C.
Wesleyville, Pa.
Edgewood, R. I.
Gainesville, Ga.
Eufaula, Ala.
Miami Beach, Fla.
Gloucester, Mass.
Southbridge, Mass.
McLean, Va.
Waynesboro, Pa.
Haines City, Fla.
Lincolnton, N. C.
Winston-Salem, N. C.
West Haven, Conn.
Macon, Ga.
Montgomery, Ala.
Hollywood, Cal.
Lexington, N. C.
Winston-Salem, N. C.
Bergen, N. Y.
Gastonia, N. C.
Marion, N. C.
Drexel Hill, Pa.
Durham, N. C.
Winston-Salem, N. C.
Shaker Heights, O.
Ocean City, N. J.
Greenwood, Miss.
Chelsea, Mass.
Bridgeport, Conn.
Lyndhurst, N. J.
Snow Hill, N. C.
Waynesville, N. C.
Adena, O.
Blackstone, Va.
Lincolnton, N. C.
Altoona, Pa.
West Reading, Pa.
Goldsboro, N. C.
Taylorsville, N. C.
Washington, D. C.
Sussex, N. J.
Portsmouth, O.
Warrenton, N. C.
Erie, Pa.
Swarthmore, Pa.
Fayetteville, Tenn.
Birmingham, Ala.
Greensboro, N. C.

DeBell, John Daniel	Malden, W. Va.
Dein, Morris	Atlantic City, N. J.
Demme, Robert Eugene	Lynbrook, N. Y.
Devlin, John Joseph	Langhorne, Pa.
DeWitt, Robert Otis	North Easton, Mass.
Dick, Robert Hillyer	Canton, Ga.
Digges, Walter Mitchell, Jr.	La Plata, Md.
Dilks, Kenneth Edward	Wenonah, N. J.
Dodd, Albert Sidney, Jr.	Rome, Ga.
Dodd, William Parke	Swarthmore, Pa.
Dosch, Philip Paul	Somerset, Pa.
Doty, Roy Anderson, Jr.	Rogersville, Tenn.
Dovey, Charles Samuel, Jr.	Philadelphia, Pa.
Downing, Jere Robert	Kennebunk, Me.
Doyle, Michael Lawrence	Stamford, Conn.
Dudley, Fred Douglas	Mullins, S. C.
Dunlap, Ernest B., Jr.	Lawton, Okla.
Dunlap, Jack Walton	Lawton, Okla.
Dunstan, Forrest Vaughan	Elizabeth City, N. C.
Dutlinger, Robert Peck	Mt. Union, Pa.
Edmunds, J. Arnold	Youngstown, O.
Edwards, Daniel Kramer	Durham, N. C.
Edwards, Donald Hine	Washington, D. C.
Edwards, Joseph Roger	High Point, N. C.
Eller, Frank William	Ronda, N. C.
Ellis, George Jones	Richmond, Va.
Ellsworth, Guy Philip	Big Moose, N. Y.
Ericksen, John Woodrow	Bloomfield, N. J.
Espy, William Grey	Dothan, Ala.
Ewing, S. Watson	Greenwich, N. J.
Fackler, Richard Smith	Harrisburg, Pa.
Fairchild, Albert Ronald, Jr.	Glenside, Pa.
Farrington, Joe Allison Jackson	Salisbury, N. C.
Fay, Stuart Johnston	Watertown, Mass.
Feagin, Robert Roland	Macon, Ga.
Feierabend, Robert Frederick	Poughkeepsie, N. Y.
Ferguson, Gerald Wellington	Brewster, N. Y.
Ferrell, Guy Holloway	Charleston, W. Va.
Few, Lyne Starling	Durham, N. C.
Few, William	Durham, N. C.
Fishel, Harry Lee	Winston-Salem, N. C.
Fitzgerald, Francis Marion	Spartanburg, S. C.
Flaherty, Clyde Linwood Joseph	Portland, Me.
Fleischer, Robert Paul	Hartford, Conn.
Fleming, Stuart Swope	Columbia, Tenn.
Flohr, Moritz Herman	Canisteo, N. Y.
Ford, Brooks Bingham	Okmulgee, Okla.
Ford, Frederick Richard	Belleville, N. J.
Friedman, Joel	New York City
Gabel, Frederick Daniel	White Plains, N. Y.

- Gadd, William Thomas
Gaillard, Peter Charles, Jr.
Galbraith, Jack Dalrymple
Gallo, Albert Andrew
Gambrell, James Wyatt
Gannaway, Gilmer George
Garcia, Edmundo Dantes
Garrard, Samuel Osman
Garren, William Carlton
Gates, Frederick Walter
Gibson, Blair Thomas
Gibson, James Edwin
Gibson, Spain B.
Gifford, Christopher Linzee
Gilbert, Bonn Arthur
Gill, Atticus James
Gillespie, William Adams
Goodrich, Marvin Dibrell, Jr.
Gorton, Charles Worthington
Goss, Claiborne M.
Gouldman, Clements Clyde
Graf, Charles Ferdinand, Jr.
Grandy, William Joseph, Jr.
Grant, Alexander James
Grant, James Bynum, Jr.
Graves, Thomas Williams
Gray, J. Lander, Jr.
Gregory, William Haywood
Griffin, Thomas Augustus, Jr.
Grodecour, Frank Rex
Guerin, Briant Bowman
Guinan, Clarence Joseph, Jr.
Hague, Frederick Flowers
Hairston, George
Hairston, Rufus Thomas
Haley, Willard George
Halsey, Arthur Joseph
Hamnett, William Lawrence
Hampton, David Lee
Hampton, H. M., Jr.
Hampton, Monroe Samuel
Handy, Henry King
Hanger, McCarthy, Jr.
Harding, Alfred John
Hardy, Leonard Rackard
Harkness, Blaine Rogers
Harman, Smith Samuel
Harris, Roger Kennedy
Harton, James Weldon
Hastings, Walter D., Jr.
Charlotte, N. C.
Eutawville, S. C.
Oswego, N. Y.
North Braddock, Pa.
Belton, S. C.
Draper, Va.
Norwalk, O.
Durham, N. C.
Asheville, N. C.
Great Bend, N. Y.
Bristol, Va.
Columbia, S. C.
Lewisburg, Tenn.
Newton Highlands, Mass.
Chevy Chase, Md.
Okmulgee, Okla.
Cary, N. C.
Petersburg, Va.
Providence, R. I.
Durham, N. C.
West Point, Va.
Baltimore, Md.
Norfolk, Va.
New York City
Andrews, S. C.
Wilson, N. C.
Gastonia, N. C.
Angier, N. C.
Flushing, N. Y.
Monongahela, Pa.
Mendham, N. J.
New Haven, Conn.
Columbus, O.
Wenonda, Va.
Wenonda, Va.
Punxsutawney, Pa.
Bridgehampton, N. Y.
Edneyville, N. C.
Danville, Ky.
Ocala, Fla.
Brooklyn, N. Y.
Plymouth, Mass.
Bala, Pa.
New York City
Highlands, N. J.
Oxford, Pa.
Salford, Pa.
Newport, Ark.
Durham, N. C.
Columbia, Tenn.

- Hatch, Davis, Jr.
Hay, J. B.
Hay, Parks Lee
Haydock, Homer Hollis
Hayes, Felton Delmont
Hebb, Philip Angus
Hedrick, Frank Harrison
Helm, James Pendleton III
Henderson, David Henry
Hendon, John William
Hendrickson, Horace James
Hendrix, William Murray
Henkels, Frederick Paul
Hennemier, John Mathiack
Henson, William Morgan
Hepburn, William James
Herbert, Richard Carl
Heritage, Jack Jaynes
Herndon, William Preston, Jr.
Heroy, John Newman
Herring, William Delvin, Jr.
Hewitt, Richard Philip
Hicks, Andrew Reginald
Hicks, Charles Edwin
Higgins, John Purcell
Higley, Harvey Douglas
Hill, Herbert Burton
Hines, Willis G.
Hinson, LaVerne Lee
Hobbs, Elmer
Hoffman, William Bussey
Holloway, James Hugh
Hood, Roland Clair
Hoover, David Cyrus
Hoover, John William
Horenburger, Carl Herman
Horton, Harry Leonidas, Jr.
House, Lundy Alvin
Houston, Scott Ewing
Howard, Ira Thomas
Howell, John Gross
Hoyle, Robert Turner
Hudgins, Frank Curtis, Jr.
Hunger, Luis Frederick
Hunter, John Sidney
Hurd, Thomas Brayton
Hyde, Arnout Cannon
Incledon, Robert Bruce
Ingle, Harry Boyd
Jacobs, William Ronald
Needham, Mass.
Irvine, Ky.
Macon, Ga.
Salem, Mass.
Durham, N. C.
Bridgeton, Me.
Albany, Ga.
Louisville, Ky.
Charlotte, N. C.
Asheville, N. C.
Beaver Falls, Pa.
Cookeville, Tenn.
Philadelphia, Pa.
Savannah, Ga.
Asheville, N. C.
Ventnor City, N. J.
Harrisburg, Pa.
Winston-Salem, N. C.
Greensboro, N. C.
White Plains, N. Y.
Burgaw, N. C.
New York City
Yonkers, N. Y.
Charlotte, N. C.
Red Bank, N. J.
Fort Bragg, N. C.
Lombard, Ill.
Kinston, N. C.
Scranton, S. C.
Sunbury, N. C.
Mt. Vernon, N. Y.
Durham, N. C.
Kinston, N. C.
North Canton, O.
Bolivar, N. Y.
W. New Brighton, N. Y.
Albemarle, N. C.
Knightdale, N. C.
West Grove, Pa.
Norfolk, Va.
Thomson, Ga.
Durham, N. C.
Norfolk, Va.
Palestine, Tex.
West Reading, Pa.
Paterson, N. J.
Poughkeepsie, N. Y.
Long Beach, N. Y.
Charlotte, N. C.
Brooklyn, N. Y.

Jagger, Henry Halsey
Jamerson, Thomas L.
Jennings, Walter Barry
Jeppson, Nils, Jr.
Jester, Joseph Richardson
Johnson, Maxwell Riley
Johnson, Paul Rowe
Johnson, Thomas Derwood
Jones, Richard Abner
Josephs, Immanuel Max
Julian, Lloyd Price
Kades, Robert Louis
Keck, James Louis
Keesee, Thomas Woodfin, Jr.
Keller, Albert Freed
Keller, John H.
Kelley, William Arlington, Jr.
Kelly, Eugene Bondurant
Kenyon, Harrie Stewart
Keown, Robert Millan
Kerson, Nathan Aaron
Killen, Arthur Houghton
Kimbrough, Alexander McGuire
Kimmick, Glen Albert
King, John Belding
Kirby, Davis Clark, Jr.
Kirk, Philip Moore
Kirschner, William Joseph
Kitzmiller, Frank Daniel
Klayer, George Edward
Kmetz, John Richard
Kneipp, Robert Frederick
Kreider, Abraham Baer
Ladson, John Elzie, Jr.
Lamar, Henry James
Lamm, Porter Plummer
Land, Nathan Wilson
Landon, Francis Rodman
Laney, Nicholas Ogburn
Lassiter, Walter G.
Latta, Haywood Boone
Leach, Raymond Edson
Leake, Lee Slauter
Lee, Martin
Lee, Maxton
Lee, Robert Edward
Lehr, Clarence Garfield, Jr.
Leitner, Kermit Landis
Lemmon, Charles James, Jr.
Lemon, Glenn Hampton

Westhampton, N. Y.
Charleston, W. Va.
Norwalk, Conn.
Medford, Mass.
Alexandria, Va.
Harriman, Tenn.
Attleboro Falls, Mass.
Ingold, N. C.
Fountain, S. C.
Durham, N. C.
Durham, N. C.
Harrisburg, Pa.
New Bethlehem, Pa.
Helena, Ark.
Norfolk, Va.
China Grove, N. C.
Waycross, Ga.
Greensboro, N. C.
Algonoc, Michigan
Harrisburg, Pa.
Brooklyn, N. Y.
Flushing, N. Y.
Mocksville, N. C.
Hamlet, N. C.
Cristobal, Canal Zone
Trappe, Maryland
Mocksville, N. C.
Upper Darby, Pa.
Harrisburg, Pa.
Forest Hills, N. Y.
Sharon, Pa.
Washington, D. C.
Manheim, Pa.
Moultrie, Ga.
Macon, Ga.
Wilson, N. C.
Hamlet, N. C.
Clinton, N. C.
Charlotte, N. C.
Smithfield, N. C.
Durham, N. C.
Lynn, Mass.
Chicago, Ill.
Charlotte, N. C.
Morehead City, N. C.
Gainesville, Ga.
Baltimore, Md.
Harrisburg, Pa.
Sumter, S. C.
Roanoke, Va.

- Lennox, John Charles
Letson, Edward William
Lewis, J. Kenneth
Lightbown, Cooper Crawford, Jr.
Lineberger, Sheril Mundy
Lineweaver, Robert Neff
Lisk, Daniel Clyde, Jr.
Livengood, Norman Blackwell
Lloyd, Charles Weller
Lloyd, Fred Norwood
Long, James Anderson, Jr.
Long, John Arthur
Long, William H.
Losee, Thomas Penny
Losee, Wilmot Hurst
Love, John Ruble
Lovelace, William Richard
Lutz, William Hoyle
Lynch, R. Horace
MacDonald, Joshua Small
MacFarlane, Graham, Jr.
McAnnich, Richard D.
McCammon, John Henry II
McCanless, William Fred, Jr.
McChesney, Douglas Wayne
McDonald, A. Carlton
McDonald, Angus Henry
McDonald, John Calvin
McGuigan, Paul Remer
McNairy, Glenn Onslow
McNeil, Donald Gerard
McQuade, Samuel George
McQuilkin, Dwight Clement
Madden, James Edward, Jr.
Maddox, John Lawrence
Maney, Joe E.
Mann, James Robert
Marcoux, Roger Wilfred
Marion, Jeremiah Richard
Markham, Thomas Carl, Jr.
Marsden, John Francis
Marshall, Henry Wade
Martin, David William
Martin, Richard Frederick
Martin, William Christian
Martin, William Emmett
Mason, Edward Locher
Mason, Ralph Schweizer
Massengale, Gordon Bonner
Mattocks, Theodore Roosevelt
Savannah, Ga.
Roslyn, N. Y.
Worcester, Mass.
Washington, D. C.
Shelby, N. C.
Staunton, Va.
Charlotte, N. C.
Durham, N. C.
York, Pa.
Durham, N. C.
Roxboro, N. C.
Newell, N. C.
Somerville, N. J.
Garden City, N. Y.
Garden City, N. Y.
Durham, N. C.
Swissvale, Pa.
Fallston, N. C.
Elizabeth City, N. C.
Reading, Mass.
Asheville, N. C.
Marion, O.
Lowell, Mass.
Charlotte, N. C.
Hyattsville, Md.
Jackson Springs, N. C.
Durham, N. C.
Middleboro, Mass.
Red Lion, Pa.
Greensboro, N. C.
Bradley Beach, N. J.
Morristown, N. J.
Roanoke, Va.
Warren, Pa.
Faust, N. Y.
Weaverville, N. C.
Durham, N. C.
Auburn, Maine
Siloam, N. C.
Durham, N. C.
Newport, R. I.
Asheville, N. C.
Palm Beach, Fla.
East Aurora, N. Y.
Wilmington, N. C.
Saltsburg, Pa.
Durham, N. C.
Trenton, N. J.
Atlanta, Ga.
Maysville, N. C.

- May, Reynolds, Jr.
Mee, Jack Lester
Michael, David Arthur
Midgett, Robert Hultz
Midyette, Thomas Gray
Miles, Chester Elsworth
Miles, Franklin Terrance
Miles, William Schooley, Jr.
Miley, Maurice McCormick
Milholen, William Grady
Miller, Henry Durand
Miller, Henry Myer
Miller, Stuart Forshay
Mills, Rae Henry
Minnich, Nevin Pourchundua
Monk, Albert Coy, Jr.
Monroe, Cleveland Hungeford
Moody, Arthur W., Jr.
Moore, Theophilus Horner
Moorefield, Robert Lee
Moorehead, John Lynne
Moorhead, William Hopkins
Moorrill, Joseph Collier
Morton, Henry G.
Moseley, Carlos DuPre
Moss, Frank Lloyd
Motley, William Sampson
Mullen, Daniel Edward
Munson, Henry Ten Eycke
Murphy, Huey Thaxton
Murphy, John Walter
Murray, Walter Rees
Nance, George Wesley
Neilson, Donald Glenn
Neuman, Carl Burr
Newhart, Derwood Irving
Newmark, Edward Harold
Newsom, James Long
Nicholson, John Lawrence
Nickerson, John Hughes
Niednagel, Roland Emil
Nitschke, Richard Elwood
Nixon, Robert Pleasants
Nordstrom, Orrin Bruce
Northcutt, Junius Carl
Northrop, Edward Danby, Jr.
Nunn, Reid Alfred, Jr.
Odham, Raymond Perry
Oliver, William Henry
Ormond, John Kern
Dothan, Ala.
Wilmette, Ill.
Nazareth, Pa.
Manteo, N. C.
Jackson, N. C.
Washington, D. C.
Washington, D. C.
Glenside, Pa.
Savannah, Ga.
Cooleemee, N. C.
Canandiagua, N. Y.
Harrisburg, Pa.
Caldwell, N. J.
Durham, N. C.
Red Lion, Pa.
Farmville, N. C.
Hempstead, N. Y.
Geneva, N. Y.
Durham, N. C.
Red Bank, N. J.
Sunbury, Pa.
Goldville, S. C.
Charlotte, N. C.
Sarasota, Fla.
Spartanburg, S. C.
Cedarhurst, N. Y.
Fuquay Springs, N. C.
Cambridge, Mass.
Detroit, Mich.
Moultrie, Ga.
Meadville, Pa.
Hickory, N. C.
Asheville, N. C.
Brooklyn, N. Y.
Meriden, Conn.
Ashley, Pa.
Morristown, N. J.
Durham, N. C.
Washington, N. C.
Chatham, Mass.
Evansville, Ind.
Clinton, N. Y.
Rome, Ga.
Flushing, N. Y.
McFarlan, N. C.
Aquebogue, N. Y.
Winston-Salem, N. C.
Swansboro, N. C.
Port Monmouth, N. J.
Durham, N. C.

- Oswald, James Lawton, Jr.
 Owen, Leland Frederick
 Pace, Benjamin Harrison
 Pace, William Heck, Jr.
 Palmer, David Waugh
 Palmgren, Einar Alexander
 Parcell, William Lawrence
 Pargoe, Linwood Franklin
 Parker, William John
 Parrish, Leslie Leamon
 Parsons, William E.
 Partin, Charles David, Jr.
 Patterson, Hubert Clifton
 Patterson, William Jackson
 Paul, Herman Louis, Jr.
 Payne, Harry Eugene
 Peacock, Roger Sylvester
 Pearson, George Albert, Jr.
 Perry, Charles Thornton
 Perry, Worth Edward
 Peters, Hugh Griffith
 Peters, William John, Jr.
 Phillips, Clifton Wharton
 Phillips, George Frederick
 Phillips, Robert Stanley
 Phillips, William Wade
 Phipps, Roy Mangum
 Pickard, John Allison
 Pierson, Corydon Boyd
 Pimper, Theodore Denham
 Pindell, Richard Spencer
 Pindell, Stuart McIntosh
 Pittman, DeWitt Kenneth
 Pittman, Robert Austin
 Plain, Ronald Bisbee
 Plaster, Claude Spencer
 Platt, Paul Franklin
 Polack, Ernest Henry
 Polizotti, James Philip
 Polk, William Glass
 Pope, William LeRoy
 Porreca, Nicholas Francis
 Portley, Edward Leonard, Jr.
 Powell, Lawrence N.
 Powell, Robert Calvin
 Pratt, Ellis Carl
 Prentice, James Hill
 Price, William Houston Aston
 Prindle, Harrison
 Pruner, Harold Wellesley
 Allendale, S. C.
 Meriden, Conn.
 Asheville, N. C.
 Chevy Chase, Md.
 Wheeling, W. Va.
 Charlotte, N. C.
 Greenville, S. C.
 Norfolk, Va.
 Lakewood, O.
 Durham, N. C.
 Chaddsford, Pa.
 Durham, N. C.
 Albemarle, N. C.
 Savannah, Ga.
 New Rochelle, N. Y.
 Wilmington, N. C.
 Silver Springs, Md.
 Chicago, Ill.
 Vienna, Ga.
 Durham, N. C.
 Sharon Hill, Pa.
 Fremont, Nebraska
 Wilmington, N. C.
 Bayonne, N. J.
 York, Pa.
 Black Mountain, N. C.
 Rocky Mount, N. C.
 Concord, N. C.
 Caribou, Me.
 Chevy Chase, Md.
 Glenwood, Md.
 Glenwood, Md.
 Morven, N. C.
 Durham, N. C.
 Poughkeepsie, N. Y.
 Winston-Salem, N. C.
 Trenton, N. J.
 York, Pa.
 Boston, Mass.
 Franklin, Tenn.
 Rockwood, Tenn.
 Gardner, Mass.
 Trenton, N. J.
 Niles, Mich.
 Lenoir, N. C.
 Winston-Salem, N. C.
 Englewood, N. J.
 McComb, Miss.
 Washington, D. C.
 Litchfield, Conn.

Putnam, Douglas Gaylord
Rague, James Thomas II
Raisley, Willard Ausbon
Ramsey, John Stuart
Rankin, James Whiten
Ray, Kelvin
Reed, William Frederick
Reichman, Alfred Alexander
Reid, Robert Wilson
Reutershan, Max Paul
Rhyne, Marvin Luther
Riblet, Merwin Randall
Rich, Frederick Phillips
Richards, Marion Clarence
Riddick, Rufus Marion
Riddle, Harry Lee, Jr.
Rigsbee, Walter Lee
Rigsby, Robert Leslie
Rink, James Edward
Roebuck, Maurace Edward
Rogers, Harry Edward Lee
Rogol, Sam
Ross, Ira Stanley
Ross, Norman Fletcher
Rosser, Morgan David
Rouse, William Dorland
Ruby, Allison Averill
Rudy, Daniel William
Ruff, Nathan Carl
Rumfeldt, Charles Norman
Rumfeldt, Jesse Signor
Rumley, Charles Anderson
Rupert, James Russell
Russell, John Winter
Russell, Robert Alexander
Russell, Thomas Lipscomb, Jr.
Ryan, John Austin
Sachs, James Wilbur
Sachsenmaier, Wilbur
St. Clair, Charles Thomas, Jr.
Saleeby, Boheeg David
Sanders, John Wm. III
Sandlin, Roscoe
Sapp, James Everett
Sawyer, Logon Everett
Sawyer, Roy Edward
Scales, Joe Andrew
Scales, John Fairley
Scarboro, Olin Everett
Schanher, Paul Welstead, Jr.

Chevy Chase, Md.
Queens Village, N. Y.
Easton, Pa.
Rocky Mount, Va.
Gastonia, N. C.
Brewster, Mass.
New York City
Washington, D. C.
Montclair, N. J.
Poughkeepsie, N. Y.
Aberdeen, N. C.
Youngstown, O.
Providence, R. I.
Kankakee, Ill.
Hertford, N. C.
Morganton, N. C.
Durham, N. C.
Asheville, N. C.
Winston-Salem, N. C.
Nashville, Ark.
Williamston, N. C.
Williston, S. C.
Newark, N. J.
Albany, N. Y.
Berwick, Pa.
Williamsport, Pa.
Jenkentown, Pa.
Raleigh, N. C.
Woodmere, N. Y.
Quebeck, Canada
Quebeck, Canada
Farmville, N. C.
Grayson, Ky.
Durham, N. C.
Willoughby, O.
Durham, N. C.
Fort Bragg, N. C.
Hancock, Md.
Oak Lane, Pa.
Punxsutawney, Pa.
Salisbury, N. C.
Bristol, Va.
Fayetteville, N. C.
Albany, Ga.
South Mills, N. C.
Coinjock, N. C.
Monroe, N. C.
Raleigh, N. C.
Kannapolis, N. C.
Mt. Clemens, Mich.

- Scherf, Paul William
 Schieferly, Joseph Stephen, Jr.
 Scott, Ernest Charles
 Scott, Frederick Thorne
 Scribner, Harry Kimbal
 Search, William Calvert
 Seehorn, Charles L.
 Self, Isaac Ruffin
 Severance, Harry Wells
 Shank, Oliver DeWitt
 Shanks, Frederick Robert
 Shar, Philip Joseph
 Sharp, Thomas Kendrick
 Sharpless, John Harold
 Shaw, John Russell
 Shore, Philip Linus, Jr.
 Siceloff, David Simeon, Jr.
 Siceloff, William Covington
 Sievers, Clarence Lee
 Silver, William Sloan
 Simpson, Stuart Hauxhurst
 Simpson, William Woodrow
 Sinclair, Earl Thomas
 Singletary, Wesley James
 Singleton, Elmer Stevens
 Singmaster, Edmund Hoopes
 Skinner, Alton, Jr.
 Smart, Gardner Ford
 Smith, C. Stuart
 Smith, Edwin Whitman
 Smith, Fred George
 Smith, George Allen
 Smith, John Ellis, Jr.
 Smith, Paul William
 Smith, Richard Austin
 Smith, Thomas Walter, Jr.
 Snipes, John Kennedy
 Snipes, James William
 Somers, James Ralph
 Spangler, Ralph Dixon
 Speicher, George Franklin, Jr.
 Stafford, Charles Albert, Jr.
 Stallings, Maynard Cornelius
 Stanley, Allen Edward, Jr.
 Stauffer, Frederick Edwin
 Stauffer, Henry Brooke
 Steele, William X.
 Stevens, Charles Sidney, Jr.
 Stevenson, Matthew Newton
 Stewart, Benjamin Phillip
 Andalusia, Ala.
 Bloomfield, N. J.
 Greensboro, N. C.
 Rose Hill, N. C.
 Canton, O.
 Philadelphia, Pa.
 Newport, Tenn.
 Lincolnton, N. C.
 Lake City, S. C.
 Harrisonburg, Va.
 Rogersville, Tenn.
 Kennett Square, Pa.
 Black Mountain, N. C.
 Lansdowne, Pa.
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 Charlotte, N. C.
 Lexington, N. C.
 High Point, N. C.
 Somerset, Ky.
 New York City
 Hightstown, N. J.
 Earle, Arkansas
 Peekskill, N. Y.
 Lake City, S. C.
 Detroit, Mich.
 Philadelphia, Pa.
 Durham, N. C.
 Troy, Ala.
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 Norway, Me.
 New York City
 Gadsden, Ala.
 Cooleemee, N. C.
 Bangor, Pa.
 Clarkesburg, W. Va.
 Brazil
 Dunn, N. C.
 Dunn, N. C.
 Altamahaw, N. C.
 Philadelphia, Pa.
 Rockwood, Pa.
 Elizabeth, N. J.
 Durham, N. C.
 Greensboro, N. C.
 York, Pa.
 Washington, D. C.
 Riverton, N. J.
 Santa Barbara, Cal.
 Leonardo, N. J.
 Arcadia, Fla.

Stewart, Donald Albert
Stewart, John Siegfried
Stillman, John Hastings
Stokes, Earl Monroe, Jr.
Stokes, Malcolm Taylor
Stoneburner, Clifton G.
Storm, Bayard H., Jr.
Storms, Richard Edward
Stowe, Henry Gilbert
Swanson, Alfred Gustav
Taggart, Amos Robert
Talley, John Riley
Tarrall, Elmer
Tate, Lawson
Tate, William Howard
Taylor, Edward Cyrus
Taylor, Herbert Gilfry
Taylor, Robert Rives, Jr.
Taylor, William Rosser, Jr.
Teer, William Edwin
Tennant, Dudley Noel
Thompson, Charles Henry
Thompson, Fred Elbert
Thompson, Herbert Owen
Thompson, James Alpheus
Thompson, William, Jr.
Thorne, William H.
Tice, Oscar Wiley
Tice, Paul Meredith
Tidwell, James Oliver
Timberlake, Joe Elmore
Tipton, Henry Bryson
Tipton, Walter Charles
Towe, James Marvin
Townsend, Curtis William
Trent, Joe Charles
Trieschman, Ralph Adam
Turnbach, Thomas John
Turnage, Thomas Leroy
Turner, Larry
Tyler, Samuel Gwathmey
Tyndall, Horace Marshall
Vales, Carlos Fernando
Vanhoy, Joe Milton
Van Vranken, John Kellum, Jr.
Varela, Robert Clifford
Varner, Franklin Smull
Vick, Marvin G.
Vinson, William Oliver
Viol, Jackson McChesney

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Warren, Pa.
Troy, N. C.
Louisville, Ky.
Philadelphia, Pa.
Rosslyn, Va.
Charlotte, N. C.
Oradell, N. J.
Belmont, N. C.
Mount Kisco, N. Y.
Tidioute, Pa.
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Norfolk, Va.
Banner Elk, N. C.
South Bend, Ind.
Dante, Va.
Oxford, N. C.
Elizabeth City, N. C.
Hampton, Va.
Durham, N. C.
Rochester, N. Y.
Gastonia, N. C.
Kingsport, Tenn.
Washington, D. C.
Washington, D. C.
New Bedford, Mass.
Airlie, N. C.
Roanoke, Va.
Williamstown, N. J.
Pueblo, Col.
Columbia, S. C.
Durham, N. C.
Sylvester, Ga.
Rocky Mount, N. C.
Port Richmond, N. Y.
Okmulgee, Okla.
Evanston, Ill.
West Pittston, Pa.
Ayden, N. C.
Rocky Mount, N. C.
Alleghany Springs, Va.
Kinston, N. C.
Mexico
Charlotte, N. C.
Garden City, N. Y.
Washington, D. C.
Altoona, Pa.
Kinston, N. C.
Huntington, W. Va.
East Orange, N. J.

- Voris, Jacques Van Brunt
Wade, Robert Clark
Wadsworth, Raymond Harry
Waggoner, John Philip, Jr.
Wagner, Benjamin Carver
Wagner, Bernard A.
Wagner, Tyrus Irvin
Walch, James William, Jr.
Walker, Albert Curtis
Walker, Lorenzo Marrow
Walker, William Torrey, Jr.
Wallace, William Linton
Walsh, Charles Henry, Jr.
Ward, George W.
Warner, Melvin John
Watkins, George Patten
Watson, Alton Barnett
Watson, Robert Anderson, Jr.
Wauters, John William
Weafer, Kenneth Albert
Weathers, Henry Lee
Webb, Earle Wayne, Jr.
Webb, Everett Arnold
Weber, Kenneth Kruman
Weems, Benjamin Burch
Weidenburner, Chester Arthur
Weil, Carlos
Weinheimer, Jack Anthony
Welborn, Oscar Howard
Wells, Warner Lee
Wentworth, Herbert Warne
Wentz, Earle Jerry, Jr.
West, Edwin C.
West, Herbert Jackson
West, Robert Duncan, Jr.
West, Walter Brownlow
Wharton, George Willard, Jr.
Whildin, James Griffith
White, George Edward, Jr.
White, James Russell
Wigley, Arthur Browning
Wilde, Harold Arthur
Wilhelm, Charles Leo
Williams, Cecil Anderson
Williams, Francis James, Jr.
Williams, George Harrison
William, Harry McClure
Williams, Luther King
Williams, Martin Braxton
Williams, Marvin, Jr.
- Hempstead, N. Y.
East Orange, N. J.
East Orange, N. J.
Charlotte, N. C.
Hanover, Pa.
New Oxford, Pa.
West Fairview, Pa.
Lima, Pa.
Greenville, S. C.
Burlington, N. C.
Moorestown, N. J.
Cleveland, O.
Burlington, Ia.
Bradenton, Fla.
Durham, N. C.
New Rochelle, N. Y.
Jamaica, N. Y.
Jamaica, N. Y.
Bayonne, N. J.
Woburn, Mass.
Shelby, N. C.
Yonkers, N. Y.
Yonkers, N. Y.
Bridgeton, N. J.
Japan
Linden, N. J.
Aldan, Pa.
Sea Bright, N. J.
Statesville, N. C.
Raleigh, N. C.
Oradell, N. J.
Schoolfield, Va.
Weaverville, N. C.
Warsaw, N. C.
Rockville Center, N. Y.
Hendersonville, N. C.
Belleville, N. J.
Lansford, Pa.
Bradenton, Fla.
Cohoes, N. Y.
Margate City, N. J.
Lynbrook, N. Y.
Salisbury, N. C.
Morgenfield, Ky.
Rockville Center, N. Y.
Petersburg, Va.
Newtonville, Mass.
Durham, N. C.
Petersburg, Va.
Barnesville, Ga.

Williamson, John Thomas
 Wilson, Edwin Sherwood
 Wilson, John Woodrow
 Wilson, N. Walker
 Wimbish, Robert Jackson
 Wimbish, William Thomas
 Winstead, Luther Voight
 Wisdom, Samuel Culbert, Jr.
 Wobie, Frederick Arthur
 Woodall, John Burwell
 Woodard, Joe Wilson
 Woodley, Malvin Tyler
 Woodruff, George Edson
 Wright, Harry Bushey, Jr.
 Wright, Wayne Everett
 Yarborough, Thomas Woodrow
 Young, Baxter Clay, Jr.
 Young, Charles Holt
 Young, Gorman Pearce
 Zehnder, Charles Walter, Jr.
 Zeigler, Rowland Franklin
 Zimmerman, William Louis
 Zitzelman, Philip Troth

Petersburg, Va.
 Roseland, Va.
 Durham, N. C.
 Ocala, Fla.
 Greensboro, N. C.
 Greensboro, N. C.
 Forestville, Md.
 Swarthmore, Pa.
 Brooklyn, N. Y.
 Middleburg, N. C.
 Fayetteville, Tenn.
 Hampton, Va.
 Orange, Conn.
 Preston, Md.
 Gastonia, N. C.
 Jonesboro, N. C.
 Lexington, N. C.
 Raleigh, N. C.
 New York City
 Bellevue, Pa.
 Florence, S. C.
 New Haven, Conn.
 Philadelphia, Pa.

SOPHOMORE CLASS

Abbott, Kenneth Gee
 Adams, Dale Herbert
 Allen, Frank Brown
 Almy, Donald Comstock
 Apple, William Elisha
 Atkinson, Harold Witherspoon
 Atkinson, Richard Jasper
 Bailey, Norman Calvin, Jr.
 Balter, Benjamin Haskell
 Bane, John Charles
 Barnes, Samuel Innis
 Batson, Arthur William
 Beals, Harry William
 Beebe, David Mercer
 Belue, Marion Walter
 Belvin, Herman Edward
 Benenson, Edward Harold
 Bernardo, James Vincent
 Berry, John Chester
 Berry, Joseph Andrew
 Bird, John Macbeth
 Bird, Robert Macbeth
 Bleuit, Frederick Storey
 Bobo, Wallace Marion

Monongahela, Pa.
 Vandergrift, Pa.
 Warrenton, N. C.
 Providence, R. I.
 Greensboro, N. C.
 Wadesboro, N. C.
 Elkin, N. C.
 Orange, Va.
 Freedom, Pa.
 Washington, D. C.
 Mine Run, Va.
 Brockton, Mass.
 Collingswood, N. J.
 New London, Conn.
 Charlotte, N. C.
 Durham, N. C.
 New York, N. Y.
 New Haven, Conn.
 Durham, N. C.
 Orangeburg, S. C.
 Durham, N. C.
 Durham, N. C.
 Philadelphia, Pa.
 Anderson, S. C.

- Boone, Sidney Grant
Bostic, Clifford Newberry
Bowden, Sidney Lingle
Boyles, Clyde Franklin
Brackbill, Albert Landis
Bradshaw, William Dennis
Bray, Jerry Garrett
Bridgers, Everett Roland
Bridgers, William Henry
Brister, Wilbur Lee
Broberg, Richard Augustine
Bryan, William Jennings
Bryce, John
Bunch, Charles Pardue
Burling, Edwin Godfrey
Burnham, Charles Louis
Butler, Robert Turner
Caldwell, Edwin M., Jr.
Campbell, Adolphus Waldron
Canipe, Walter Grigg
Cappelli, Theodore
Carden, Frank S.
Carlson, Gustaf Alfred
Carpenter, Ernest Betts
Carr, Harry Louis
Carter, William J.
Chase, John Seaman
Chattin, Robert Compton
Chunn, C. Frank
Clark, Louis James
Clark, William Dallas
Clarke, Randolph Thornton
Coffman, Guy Middleton
Cohenour, Ernest Charles
Cole, Clarence Alford
Colley, Nelson Crosson
Cooper, Coleman
Cope, Thomas E.
Cordray, William Henry
Correll, Donovan Stewart
Cox, J. Harper
Cox, John Benjamin, Jr.
Cox, Robert Calvin
Crabbe, Maxwell
Craven, Eli Baxter
Crenshaw, Claire Tappean
Crowley, Cameron Joseph
Cullen, Milton Leonard
Curry, Hugh Arthur
Drum Hill, N. C.
Greenville, N. C.
Durham, N. C.
Paducah, Ky.
Gap, Pa.
Staunton, Va.
Norfolk, Va.
Wilson, N. C.
Newport News, Va.
Petersburg, Va.
Torrington, Conn.
Winston-Salem, N. C.
Richmond, Va.
Statesville, N. C.
Fort Meade, Md.
Mystic, Conn.
Norfolk, Va.
Edgewood, R. I.
Hackensack, N. J.
Alexis, N. C.
Washington, D. C.
Chattanooga, Tenn.
East Haven, Conn.
Charleston, W. Va.
Durham, N. C.
Joliet, Ill.
Brookton, Mass.
New York, N. Y.
Asheville, N. C.
Boston, Mass.
West Point, Miss.
Windsor, Va.
Williamson, W. Va.
Joliet, Ill.
Washington, D. C.
Mount Ranier, Md.
Birmingham, Ala.
Red Springs, N. C.
Philadelphia, Pa.
Winston-Salem, N. C.
Granite Quarry, N. C.
Birmingham, Ala.
Vernon, Texas
Birmingham, Ala.
Snow Hill, N. C.
Asheville, N. C.
White Plains, N. Y.
Mattapan, Mass.
Point Pleasant, W. Va.

Darwin, John Volney
Daugherty, John Marshall
Daughtrey, William Richardson
Decker, Arthur Gilbert
Deichman, Donald Edward
Derrick, Charles Campbell
Dill, Leslie Van Dyke
Dilworth, George Franklin
Dilworth, Paul Erdman
Dorsett, Lewis Howard
Drummond, David Donald
Duncan, Robert Putnam
Dunston, Charles Jordan
Dupuy, Samuel Stuart
Earnhardt, Davis Furman
Eastlake, John Locke
Edwards, Sidney Martin
Ellis, Daniel Sumner
Ellis, Eulis E.
Ellis, Herbert Lee
Ellis, Norman Ray
Engle, Frank Wesley, Jr.
Evans, Charles Howard
Evans, Harold Dean
Fairchild, William Stone
Faris, Clinton Morehead
Ferris, Philip Moore
Fiser, Robert Vernon
Foster, Clarence Turner
French, Robert Gibson
Fretwell, Sam J.
Fulford, William Allen
Fulmer, Henry Philpot
Futrell, Ashley Brown
Gammill, Stewart, Jr.
Gantt, Stough Bryson
Ganz, Louis Allen
Garriss, Walter Thomas
Garrison, John Leland
Gatling, William Lawrence
Gearhart, William Mellinger
Gecenok, Morris
Gerkens, Fred William
Germino, Hugo Louis
Getzendanner, Joseph Winton
Gibson, Fillmore Sloan
Givens, John William
Givens, Ralph Pearson
Grant, Nicholas Warnum

Gaffney, S. C.
Jeannette, Pa.
Newport News, Va.
Tottenville, N. Y.
Baltimore, Md.
Stockbridge, Mass.
Dover, Dela.
Bywood, Pa.
Bywood, Pa.
Mount Gilead, N. C.
Greer, S. C.
Fredonia, N. Y.
Norfolk, Va.
Beckley, W. Va.
Port Orange, Fla.
Youngstown, Ohio
Fremont, N. C.
Richmond, Va.
Bahama, N. C.
Rutherford, N. J.
Baltimore, Md.
Russell, Pa.
Syracuse, N. Y.
Peoria, Ill.
Buzzard's Bay, Mass.
West Durham, N. C.
Washington, D. C.
Adairville, Ky.
Carbondale, Pa.
Oak Park, Ill.
Anderson, S. C.
Durham, N. C.
Philadelphia, Pa.
Wilson, N. C.
Jackson, Miss.
Durham, N. C.
Lawrence, Mass.
Margaretsville, N. C.
West Durham, N. C.
Gastonia, N. C.
Cumberland, Md.
Salem, N. J.
Atlantic Highlands, N. J.
Durham, N. C.
Baltimore, Md.
Walnut Ridge, Ark.
Abington, Pa.
Abington, Pa.
Garysburg, N. C.

- Gray, Montgomery Johns
 Gray, William Frederick
 Green, James Ferrell
 Gregg, Guy Kingsbury
 Gregory, Claiborne Barksdale
 Gregory, Nathaniel Alexander
 Gross, Robert R.
 Hackney, Charles James
 Hahn, Philip Vocke
 Haines, Charles Edgar
 Hall, Edgar M.
 Hall, John James
 Hamrick, John Martin
 Hardy, Richard Frank
 Harkrader, Lacy Lakey
 Harloff, Werner Bernard
 Harrington, Robert Joseph
 Harryman, Charles Robertson
 Hart, Gus
 Hawkins, Curtiss Dula
 Hayes, William Harold
 Haynes, John Eugene
 Henderson, Alfred Faxon
 Herbert, Russell Conrad
 Herzog, Charles Arthur
 Hickman, Harry Stuart
 Hicks, Robert Denmark
 Hildebrandt, Ernest Warner
 Hillman, Frederick James
 Hipps, James Robert
 Honeycutt, Allison Wilson
 Hoover, William Henry
 Hopkins, John Isaac
 Horack, Harold Machlan
 Horne, Oliver Wendell
 Hosea, Rufus Haywood
 Houghton, Frederick Edward
 Howell, Edward Arthur
 Howell, Matt Denmark
 Hulse, Herbert Bruce
 Humphreys, Charles Raymond
 Hurst, Charles Claiborne
 Husselman, Samuel Edwin
 Hyatt, Donald McIntosh
 Ireland, Russell Samuel
 Ivie, Joe McKinney
 Jackson, Thirston Henry
 James, Clyde Burwell
 James, Norman
 Ocean Grove, N. J.
 Durham, N. C.
 Cynwy, Pa.
 Weston, W. Va.
 Durham, N. C.
 Durham, N. C.
 Newark, N. J.
 Cary, N. C.
 Toledo, Ohio
 Vincentown, N. J.
 Lillington, N. C.
 Syracuse, N. Y.
 Gaffney, S. C.
 Trenton, N. J.
 Dobson, N. C.
 Saint Albans, N. Y.
 Weymouth, Mass.
 Shawnee, Okla.
 Hartsville, S. C.
 Marion, N. C.
 Crossville, Ala.
 Spartanburg, S. C.
 Joliet, Ill.
 Hagerstown, Md.
 Baltimore, Md.
 Hudson, N. C.
 Florence, S. C.
 Catonsville, Md.
 Springfield, Mass.
 Kannapolis, N. C.
 Henderson, N. C.
 North Canton, Ohio
 Nokesville, Va.
 Durham, N. C.
 Vienna, Ga.
 Pikeville, N. C.
 Warren, R. I.
 Goldsboro, N. C.
 Goldsboro, N. C.
 Charlotte, N. C.
 Chestertown, Md.
 Durham, N. C.
 Lakewood, Ohio
 Waynesville, N. C.
 Collingswood, N. J.
 Leaksville, N. C.
 Oaklyn, N. J.
 Cumberland, Md.
 Hickory, N. C.

- Jefferies, Edward Ross
Johnson, Herbert Clifton
Johnson, Ralph Frederick
Jones, Chester Ferguson
Kadie, Frank Rolf
Keith, John Caddell
Kent, Raymond Lombard
Kepnes, Harold Arthur
Kersey, Arthur Thomas
Kinter, Bernard Prugh
Klein, James Raymond
Koenig, Henry Adolph
Kohler, Richard Edward
Kramer, Albert Thomas
Kuitinen, George Alpo
Lacks, Samuel Leonard
Lamar, George Holt, Jr.
Land, John Webb
Lang, William Kenneth
Lasley, Irvin Eugene
Lawver, George Truesdale
Leaf, George William
Leight, John R.
Lesslie, Robert Gettys
Lieschutz, Harold
Long, Irving Bittle
Long, John Cordner, Jr.
Long, John Frederick
Lougee, John Horton
Lybrook, William Reynolds
Lynch, George Ernest, Jr.
Lynch, Walter Graham
McAnally, William Jefferson
McCaleb, Norman Grimsley
McCracken, Joseph Pickett
McCree, Alan Collis
McCulloch, Sam Bowyer
McIntyre, Archibald K.
McKaughan, David Lee
McKeithan, Emmet James
McLain, Ralston, Jr.
Mallard, Robert Lester
Marcks, Carl Arthur
Martin, James Burwell
Martin, John Allison
Martin, Joseph Allison
Mason, Edwin Lowell, Jr.
Maxson, Joseph Bailey
Maxwell, Lyton Ethridge
Gaffney, S. C.
New Haven, Conn.
Wilmington, N. C.
Roanoke, Va.
Chevy Chase, Md.
Wilmington, N. C.
Cedarhurst, N. Y.
Chelsea, Mass.
Somerville, Mass.
Dayton, Pa.
Baltimore, Md.
Baltimore, Md.
York, Pa.
Elizabeth City, N. C.
Brooklyn, N. Y.
Pinehurst, N. C.
Rockville, Md.
Hamlet, N. C.
Pittsburgh, Pa.
Reidsville, N. C.
Greenfield, Mass.
Mount Vernon, N. Y.
Walkertown, N. C.
Durham, N. C.
Hudson, N. Y.
Rockingham, N. C.
West N. Brighton, N. Y.
Lancaster, Pa.
Durham, N. C.
Advance, N. C.
Natick, Mass.
Roanoke Rapids, N. C.
High Point, N. C.
Petersburg, Va.
Durham, N. C.
Kearny, N. J.
Point Pleasant, W. Va.
Erwin, Tenn.
Kernersville, N. C.
Bostic, N. C.
Swarthmore, Pa.
Pollocksville, N. C.
Nazareth, Pa.
Durham, N. C.
Lake Forest, Ill.
Durham, N. C.
Greenville, S. C.
Atlantic Highlands, N. J.
Pink Hill, N. C.

- Means, Albert Bleckley, Jr.
Merritt, Daniel Tatum, Jr.
Miller, Don W.
Miller, Murry Augustine
Mitchell, Donald Willis
Moffitt, Oscar Peyton
Moore, DeArmond
Moore, Edward Lawson
Morrall, Samuel Gadsden
Morse, William Jordan
Mosenson, William
Munyon, Donald Gillam
Murchison, Alton Guthrie
Mustard, James Abram, Jr.
Myers, Elbert Jewell
Narbeth, Abraham Benjamin
Nase, Luther
Nease, Jacob Wertz
Neff, Robert, Jr.
Nelson, Robert Louis
Neu, Frederick Wilson
Newsom, M. Eugene
Newton, Orson Benjamin, Jr.
Nichols, Frederick Walton
Nickerson, Charles Henry
Nixon, Edward Adamson
Norwood, Carlisle IV
Nutt, James Freeman
O'Connor, Dennis Leo, Jr.
Onisko, Vincent John
Otis, James Orin, Jr.
Ott, George Robert
Owen, Jack Alvin
Parrish, Albert Archer
Parsons, Phil Brower
Pearsall, Robert Terry
Pease, Edson Morgan Davies
Peckham, John Walk
Phibbs, Andrew Frank
Phillips, Clarence Eugene, Jr.
Pine, Nicholas Lockwood
Pons, Edward
Pool, Charles Garrett
Primack, Eli
Rafner, Harold Singer
Raper, James Sidney
Reed, Howard Lorenzo
Reid, Rodgers Magill
Ricketts, Edwin Tyson
Wynnewood, Pa.
Newport News, Va.
Detroit, Mich.
Portsmouth, Va.
Hampton Beach, N. H.
High Point, N. C.
Charlotte, N. C.
Durham, N. C.
Graniteville, S. C.
Attleboro, Mass.
Pittsburgh, Pa.
Flushing, N. Y.
Fayetteville, N. C.
Montclair, N. J.
Glasgow, Ky.
Swarthmore, Pa.
Trumbauersville, Pa.
Jacksonville, Fla.
Irvena, Pa.
Lynn, Mass.
Leonardo, N. J.
Durham, N. C.
Richmond, Va.
Jamestown, N. Y.
Torrington, Conn.
Rome, Ga.
New York, N. Y.
Melrose, Mass.
Mamaroneck, N. Y.
Sag Harbor, N. Y.
Providence, R. I.
Baltimore, Md.
Bristol, Tenn.
Rougemont, N. C.
Wilkes-Barre, Pa.
Westfield, N. J.
Providence, R. I.
Saint Albans, N. Y.
Greensboro, N. C.
Durham, N. C.
New York, N. Y.
Rutherford College, N. C.
Lindale, Texas
Boston, Mass.
Paterson, N. J.
Lexington, N. C.
Livonia, N. Y.
Richburg, S. C.
Flushing, N. Y.

- Ricks, George Harriss
Robinson, Kenneth Vincent
Rossiter, Harry Sayen, Jr.
Roth, Ralph Raymond
Rowe, Francis Turner
Ryon, Thomas Harvey
Sandell, Stanley Carl
Sandlin, Leon James
Sapp, Robert Wall
Sawin, Charles Frederick
Saylor, Edwin Neil
Schaffer, John Cornell
Schnure, Howard Hopkins
Schock, Carl Frederick
Schollenberger, Edward Cole
Scott, Hoyle Uteley
Scott, William Kenneth
Scoville, Warren Candler
Scribner, William Daniel
Selser, Joseph Knight
Shackelford, William Cooke
Shackford, Joseph Temple
Sharp, John Richard
Sheppard, Grover Cleveland
Sides, Leroy
Sink, Joe Stanford
Sippel, John Parker
Smith, Burke McGuire
Smith, Thornton B.
Smithdeal, Foss Tyra
Sobel, Jack Harry
Southerland, Oswald Proctor
Spence, Willie Cashwell
Sperling, Joseph Jess
Spicher, Smith E.
Stacey, Oliver Hicks
Stadium, Myer Nathan
Starratt, Andrew Wilbur, Jr.
States, Thomas William
Steimle, Edward Alfred
Stevens, H. Blair
Stevens, Melvin Davis
Stevenson, Matthew Bradley
Stevenson, Robert Louis
Stevick, Charles Paul
Stewart, Herman Crawford
Stewart, James Lanis
Stith, Frank Albert
Sullivan, Jake W.
Durham, N. C.
New Haven, Conn.
Abington, Pa.
Jacksonville, Fla.
Hillsboro, Md.
Washington, D. C.
Brockton, Mass.
Fayetteville, N. C.
Albany, Ga.
Edinburg, Ind.
Parkersburg, W. Va.
New Rochelle, N. Y.
Selingsgrove, Pa.
New Rochelle, N. Y.
Detroit, Mich.
Durham, N. C.
Butler, Pa.
Greenville, N. C.
Canton, Ohio
Jenkintown, Pa.
Beverlyville, Va.
Albemarle, N. C.
Oil City, Pa.
Seneca, S. C.
Statesville, N. C.
Lexington, N. C.
Baltimore, Md.
Durham, N. C.
Durham, N. C.
Winston-Salem, N. C.
Atlantic City, N. J.
Durham, N. C.
Goldsboro, N. C.
Brooklyn, N. Y.
Indiana, Pa.
Rutherfordton, N. C.
Durham, N. C.
Chevy Chase, Md.
Gastonia, N. C.
Lyndhurst, N. J.
Goldsboro, N. C.
Brockton, Mass.
New York, N. Y.
Winston-Salem, N. C.
Southern Pines, N. C.
Monroe, N. C.
Charlotte, N. C.
Winston-Salem, N. C.
Anderson, S. C.

Tatum, William Gilchrist, Jr.
 Taylor, George Stephen
 Taylor, John Stanley
 Thomas, Horace Gause
 Thomas, Robert Russell
 Thomason, Lewis William
 Thornhill, Edwin Hale
 Townley, Julian Gordon
 Troxler, Eulyss Robert
 Trussell, Elmer Chandler
 Tunnell, Ross Augustus, Jr.
 Turner, John Norman, Jr.
 Uhde, George Irvin
 Upchurch, Murray Holmes
 Van Antwerp, Richard Edgerton
 Vaughan, Robert McNeal
 Vickers, John Soule
 Walker, James Clay
 Walker, Robert Butler
 Waller, Thomas Hall
 Watkins, Johns Francis Bullock
 Watson, George Archibald
 Watts, Sidney James, Jr.
 Weathers, Elmer Dewey
 Weaver, Joseph Walter
 Weaver, Philip Johnson
 Welsh, Barnard Talbott
 White, Allen Storey
 Whitener, William Church
 Wilcox, Ward Manley
 Wikoff, David Ellsworth
 Williams, Ames William
 Williams, Glenn Davis
 Willis, Harry Clay
 Wilson, John MacMillan
 Wilson, Robert North
 Womack, John Archibald
 Wonsidler, Willis R.
 Wright, John D.
 Wurtz, Leonard Harold
 Zeren, Joseph John

McColl, S. C.
 Florence, S. C.
 Swarthmore, Pa.
 Whitford, Pa.
 Oak Hill, W. Va.
 Charlotte, N. C.
 Bluefield, W. Va.
 Ronceverte, W. Va.
 Greensboro, N. C.
 New York, N. Y.
 Oak Grove, Ala.
 Creedmoor, N. C.
 Kenneth Square, Pa.
 Durham, N. C.
 Williamsport, Pa.
 Glasgow, Ky.
 Rocky Mount, N. C.
 Kannapolis, N. C.
 Mount Vernon, Va.
 Leaksville, N. C.
 Henderson, N. C.
 Cranford, N. J.
 Edgewood, Pa.
 Durham, N. C.
 Saint Petersburg, Fla.
 Winston-Salem, N. C.
 Rockville, Md.
 Springfield, Mass.
 Bennettsville, S. C.
 Louisburg, N. C.
 Tulsa, Okla.
 Elizabeth, N. J.
 Fayetteville, Tenn.
 Wilson, N. C.
 Ben Avon, Pa.
 Durham, N. C.
 Reidsville, N. C.
 Trumbauersville, Pa.
 Blackstone, Va.
 Pigeon, Mich.
 Canton, Ohio

JUNIOR CLASS

Aldridge, Daniel Thomas
 Alexander, Hugh Quincy
 Allen, Ralph Waldo, Jr.
 Alley, Robert Cline
 Alligood, Leroy Ralph
 Andrews, William Korber

Union Ridge, N. C.
 Kannapolis, N. C.
 Brewster, Mass.
 Waynesville, N. C.
 Washington, N. C.
 New Haven, Conn.

Angell, Louis Deming
Armfield, James Hendrix
Ballard, Loy Griffin
Barnett, Frank Eugene
Beltz, Marvin Funk
Betz, George Max
Black, William Watson
Booker, John Parks
Boyle, Milon Leslie
Bradsher, Charles Kilgo
Branscomb, Lewis Capers
Brist, Uriah Marion
Brown, Wilson John Chester
Brownell, William Raymond
Brownlee, John Hubert
Bryan, Belton O'Neal
Burrill, Benjamin Brooks, Jr.
Caison, Cicero Hillery
Campbell, Willis
Capling, Leonard
Carpenter, Thomas Edgar
Carson, Frederick Richard
Carter, William C.
Chaffee, L. Lentz
Chalker, Robert Phelps
Chandler, Fitzhugh Horton
Clarke, David Sterling
Clark, James Bridgers
Coble, James Buchanan
Cochrane, Archie Montgomery
Coffman, Rawlins
Cook, David Erving
Cook, Frederick Mason, Jr.
Cook, Ralph Harrison
Coombs, Raymond Frank
Cortes, Gabriel Hernando
Crawley, Frank Richard
Creekmore, R. Tazewell
Cropper, George Bertrand
Croson, Joseph McGuire
Crumpler, Richard Perry, Jr.
Daniel, John Howard
Daniels, W. Forbes
Danner, James Harvey, Jr.
Darlson, Andreas John
Day, William Franklin
deBruyne, Anton Locker
Dein, Harry Leonard
Dorfman, William A.
Doyle, Clement James

New Bern, N. C.
Mt. Airy, N. C.
Catawba, N. C.
Painesville, O.
Telford, Pa.
Wildwood, N. J.
Scotland Neck, N. C.
Charlotte, N. C.
Fredonia, N. Y.
Petersburg, Va.
Birmingham, Ala.
St. Stephen, Canada
Baltimore, Md.
Detroit, Mich.
Philadelphia, Pa.
Duncan, N. C.
Bloomfield, N. J.
Clinton, N. C.
Walnut Cove, N. C.
Maywood, Ill.
Durham, N. C.
Charlotte, N. C.
Mt. Hope, W. Va.
Grand Rapids, Mich.
Durham, N. C.
Milledgeville, Ga.
New Haven, Conn.
Durham, N. C.
Durham, N. C.
Bridgewater, Mass.
Drexel Hill, Pa.
Pasadena, Cal.
Yonkers, N. Y.
Greensboro, N. C.
Kennebunk, Me.
Caldwell, N. J.
Dalton, Ga.
Norfolk, Va.
Ocean City, Md.
Washington, D. C.
Poca, W. Va.
Warrenton, N. C.
Scranton, Pa.
Florence, S. C.
East Orange, N. J.
Pikeville, Ky.
Durham, N. C.
Atlantic City, N. J.
Hoboken, N. J.
White Plains, N. Y.

- Dudley, Robert Allen, Jr.
 Duttera, Maurice Julian
 Duttera, Wayne Bradford
 Eaker, William Franklin
 Edgerton, Griffin Gabriel
 Eigner, Sidney
 Enkema, Robert R.
 Ershler, Arthur Manuel
 Evernham, Earl B.
 Ewell, George Watkins, Jr.
 Fields, Riley Clinton
 Finger, Thomas L.
 Fischer, Albert Edward
 Fisher, Bernard K.
 Fisler, Harry Tuft
 Flippo, Franklin Carter
 Fowler, James Wiley, Jr.
 Franklin, Philip L.
 Fulford, Paul E.
 Gaddis, Adam Marr
 Gallia, Joseph, Jr.
 Garand, Eugene Armand
 Garber, Don Martin
 Garrett, John Joseph, Jr.
 Garrett, Thomas Jefferson
 Gartelmann, William Henry
 Gentry, H. Bradsher
 Gordon, William Richardson
 Griffith, Lloyd Edward
 Hamlin, Parker Redman
 Hamrick, Waite Carlisle
 Harris, Major Haymond
 Hartsell, John Sharpe Williams
 Haskell, Richard Byron
 Hayes, Fred Legro, Jr.
 Hayes, Charles Marvin
 Henderson, Paul Carman
 Herbert, Charles A.
 Herrick, Edward French
 Herrington, Marvin S.
 Hicks, William Bozeman
 Hinternhoff, Charles Frank
 Hoffman, William Edward
 Hoggard, Richard Norfleet
 Howard, William Kenneth
 Howland, Ralph Lindsay
 Huber, Frederick Brewer
 Huss, Hoskie Otho
 Jaffe, David
 Johnson, John Norborne
 Vineland, N. J.
 Salisbury, N. C.
 Salisbury, N. C.
 Lawndale, N. C.
 Kenly, N. C.
 Lynn, Mass.
 Minneapolis, Minn.
 Hudson, N. Y.
 Neptune, N. J.
 Philadelphia, Pa.
 Carthage, N. C.
 Maiden, N. C.
 East Orange, N. J.
 Atlantic City, N. J.
 Ivanhoe, N. C.
 Doswell, Va.
 Monroe, N. C.
 Baltimore, Md.
 Peoria, Ill.
 Prince George Co., Md.
 Vineland, N. J.
 East Orange, N. J.
 Washington, D. C.
 Southport, N. C.
 Henderson, N. C.
 Savannah, Ga.
 Roxboro, N. C.
 Elizabeth City, N. C.
 Wadesboro, N. C.
 Washington, D. C.
 Gaffney, S. C.
 Newport, Ark.
 Concord, N. C.
 Holyoke, Mass.
 Brookline, Mass.
 Williamsport, Pa.
 Freeport, N. Y.
 Hagerstown, Md.
 Detroit, Mich.
 Norfolk, Va.
 Charlotte, N. C.
 Union City, N. J.
 Beaver Dam, Wis.
 Lewiston, N. C.
 Manchester, N. C.
 Henderson, N. C.
 Rustburg, Va.
 Vale, N. C.
 Durham, N. C.
 Waynesville, N. C.

Johnson, Marion O.
Jones, Carl, Jr.
Jones, Joseph Donelson
Jones, George Newton Walters
Jones, Roderic Orlando
Junkin, John Edward
Kadie, Carl Henry, Jr.
Karpinsky, William
Kasper, Carl James
Keefer, Charles Milton, Jr.
Keegan, William J.
Keiser, Richard Austin
Kellam, Edwin Clay

Kesler, Archie Dean
Knight, Kenneth Thigpen
Knott, Lawson Beasley
Kocher, Quintin Sherman
Kolbe, Henry Eugene
Kornegay, John Royall
Kuykendall, Donald Austin
Lackey, Riley Howard
LaFevers, Horatio Luster
Lehrbach, Charles William
Levin, Jacob
Lewis, Fred Ted
Lewis, Henry Ned
Lewis, Herbert Lee
Lewis, Hubert Murray
Lungdren, Carl Raymond
Lupton, John Wood
Lyerly, Arnold Alexander
McDowell, William D.
McKenzie, James Reginald
McKey, Earl Sinclair
McLamb, Howard McKinnon
McLean, John Alexander
Malone, James Robert
Mangus, Cary Fred
Mann, Robert Hoyl
Marion, Donald F.
Martin, Russell Penn
Matlock, Ronald Jefferson
Mattox, S. Edwin
Miller, Robert Smith
Miller, Thomas J., Jr.
Minter, John DeLabar
Moore, Frank Richardson
Moore, John Meredith
Moseley, Vince

Ingold, N. C.
Greensboro, N. C.
Russellville, Ky.
Durham, N. C.
Bradenton, Fla.
Mercer, Pa.
Chevy Chase, Md.
Atlantic City, N. J.
Wilkes-Barre, Pa.
Leonardo, N. J.
Southington, Conn.
Stroudsburg, Pa.
Princess Anne Court
House, Va.
Roanoke, Va.
Rocky Mount, N. C.
Wendell, N. C.
Bridgeville, Pa.
Durham, N. C.
Mt. Olive, N. C.
Woodcliff, N. J.
Hamlet, N. C.
Glen Alpine, N. C.
Mt. Vernon, N. Y.
Durham, N. C.
Brooklyn, N. Y.
Brooklyn, N. Y.
Greensboro, N. C.
Henderson, N. C.
New Haven, Conn.
Belhaven, N. C.
Woodleaf, N. C.
Kershaw, S. C.
Gibson, N. C.
Valdosta, Ga.
Clinton, N. C.
Goldsboro, N. C.
Durham, N. C.
Roanoke, Va.
Cumberland, Md.
Harrisburg, Pa.
Jamesville, N. C.
Hookerton, N. C.
Penhook, Va.
Cleveland, O.
Baltimore, Md.
Laurens, S. C.
Durham, N. C.
Greenville, N. C.
Orangeburg, S. C.

Moses, Preston Brooks
Myers, John Albert
Nelson, Robert Lewis
Newbern, Walter Ralfe
Ormsby, Wilbur Stanley
Orr, George Wells, Jr.
Pankey, William Allen, Jr.
Pate, Archibald Haines
Patten, Lawrence
Peake, James R., Jr.
Peeling, William Edward
Penny, Wade Hampton
Pettigrew, James Alexander
Phillips, James Henry
Phipps, Glenn Ward
Pope, William Allan, Jr.
Powe, Ellerbe, Jr.
Power, Gordon Gilbert
Pritchett, James Byron
Pritchett, Marshall
Ray, Leonard John
Reddish, Paul Sigman
Reed, James Wood, Jr.
Rich, Charles Franklin
Riddle, Ira Paul
Ripley, Wilder Harding
Rogers, Thomas Tinsley
Rohrbaugh, Ralph Norman
Royall, William Richard, Jr.
Roxby, Bruce Steele
Rush, Robert Herbert
Sadler, George Marion, Jr.
Sanner, Harry Cleveland, Jr.
Saunders, Fred Glenn
Schein, Louis Leon
Scott, Iredell Montgomery
Seiler, Hawley Howard
Sherwood, Reuel Edwin
Short, Charles McCoy, Jr.
Skinner, Joseph Langston
Smathers, James Carroll
Smith, Carlton Sexton
Smith, Frank Ferrell
Snyder, George Edmund
Spence, Curtis Taylor
Spight, Frank Lindsey
Starling, Richard James
Stevens, Arthur Grant
Stevens, Thomas Hood
Swaringen, George Hubert

Chatham, Va.
Oxford, N. C.
Carlisle, Pa.
Durham, N. C.
Bronx, N. Y.
Garden City, N. Y.
Bluefield, W. Va.
Goldsboro, N. C.
New Bern, N. C.
Norfolk, Va.
York, Pa.
Casma, N. C.
Florence, S. C.
Charlotte, N. C.
Galax, Va.
Durham, N. C.
Durham, N. C.
Baltimore, Md.
Banner Elk, N. C.
Charlotte, N. C.
Brewster, N. Y.
Durham, N. C.
New York City
Candler, N. C.
Fayetteville, N. C.
Winnetka, Ill.
Hinton, W. Va.
Highfield, Md.
Rockingham, N. C.
Swarthmore, Pa.
Lumber City, Ga.
Clarksville, Tenn.
Baltimore, Md.
Apex, N. C.
Bronx, N. Y.
Fair Bluff, N. C.
Richmond, Va.
Charleston, W. Va.
Charlotte, N. C.
Clearwater, Fla.
Asheville, N. C.
Danville, Va.
Durham, N. C.
York, Pa.
Norfolk, Va.
Tupelo, Miss.
Goldsboro, N. C.
Slater, Miss.
Princeton, N. C.
Norwood, N. C.

Terry, Lewis Isaac
 Thomas, Edward Galloway
 Tilley, Charlie Johnson, Jr.
 Todd, Edward
 Tolson, Edward Lawrence
 Troxler, Therman Joseph
 Tuckwiller, William Dotson
 Turner, A. Fred Jr.
 Turner, Franklin C.
 Unsworth, Philip Munyen
 Vickers, Lee Elmas
 Voorhees, Robert Steckel
 Walter, George Henry
 Warrington, John Theodore
 Werner, Albert Henry
 Weyersburg, Albert Charles, Jr.
 Williams, Lonnie Williams
 Winslow, Charles Hudson, Jr.
 Wood, John Wesley
 Woods, Hubert Taylor
 Wright, Harold Burhans, Jr.
 Wyllie, Charles Glenn
 Wyman, William Haben
 Wynn, Henry Acaley
 Yelverton, George Elliott
 Young, Percy Whitaker
 Zimmerman, John Joseph

Bahama, N. C.
 Greenville, N. C.
 Durham, N. C.
 Spencer, N. C.
 Washington, D. C.
 Elon College, N. C.
 Charleston, W. Va.
 Jacksonville, Fla.
 Clarksville, Va.
 Vineland, N. J.
 Durham, N. C.
 Atlantic City, N. J.
 Orangeburg, S. C.
 Philadelphia, Pa.
 Lykens, Pa.
 Lyndhurst, N. J.
 Pleasant Garden, N. C.
 Dayton, Pa.
 Hanes, N. C.
 Durham, N. C.
 Westfield, N. J.
 Brooklyn, N. Y.
 Painesville, O.
 Lykens, Pa.
 Eureka, N. C.
 Walkertown, N. C.
 Meadville, Pa.

SENIOR CLASS

Adams, Wade Hill, Jr.
 Adkins, Emory E.
 Aiken, Jesse E.
 *Alexander, William Edgar
 Allen, Charles Bonner
 *Anders, Fred William
 *Anderson, John Bascom
 Anderson, Wade Hampton
 Atkins, Robert Boyer
 Atwater, Luther Edmund, Jr.
 *Baker, Rudolph Jackson
 *Barbee, Arthur Odell
 Baroody, Bahij Joseph
 Barrington, Carl Adam
 *Bartlett, Verne Edwin
 *Baucom, Thomas Victor
 Benson, Walter Clark
 Boggs, Roy Dixon
 Bolich, Philip M.

Richmond, Va.
 Durham, N. C.
 Bethesda, Md.
 Durham, N. C.
 Wadesboro, N. C.
 Gastonia, N. C.
 Asheville, N. C.
 Wilson, N. C.
 Washington, D. C.
 Burlington, N. C.
 Holly Springs, N. C.
 Durham, N. C.
 Timmons ville, S. C.
 Oriental, N. C.
 Weaverville, N. C.
 Durham, N. C.
 Tarboro, N. C.
 Statesville, N. C.
 Winston-Salem, N. C.

* Completed requirements for graduation in Summer School 1931.

Boone, Memetrius Leonard, Jr.	Durham, N. C.
Brewer, Pierce Oliver	Winston-Salem, N. C.
Brooks, William Eugene	Reidsville, N. C.
Budd, Warren Candler	Union Springs, Ala.
Bundy, William Lumsden	Smithfield, N. C.
Buzby, Charles Young	Philadelphia, Pa.
Campbell, Eugene Bernard	Lynchburg, Va.
Carriger, Thomas Pinckney	Morristown, Tenn.
Carter, Raymond C.	Durham, N. C.
Cobb, John Wilson	Durham, N. C.
Cottingham, John Colin	Dillon, S. C.
Coulter, Leland Hildebrand	Vandergrift, Pa.
Dailey, John Calvin	Durham, N. C.
Daniels, Royden Eugene	Elizabeth City, N. C.
Day, William Allen	Bradenton, Fla.
DeMoss, Emmett R.	Thornton, W. Va.
Dixon, James Alvin	Cheriton, Va.
Dodson, James R.	Winston-Salem, N. C.
Dorsey, Thomas Buie	Goldsboro, N. C.
*Douty, Harry M.	Baltimore, Md.
Downum, Allen Fitzgerald	Belhaven, N. C.
Ellis, Herbert Alexander, Jr.	Asheville, N. C.
Embree, Ralph	Buena Vista, Va.
Emerson, Charles Edward, Jr.	Revere, Mass.
Farthing, William Patrick	Durham, N. C.
Faw, Wendell Greene	North Wilkesboro, N. C.
Finch, Edwin Perkins	Henderson, N. C.
Flack, Stanley Gault	Philadelphia, Pa.
Flood, Harold Dinsmore	Swarthmore, Pa.
Forward, Ellsworth Russell	Albany, N. Y.
Friedman, Bernard	New York City, N. Y.
Fuller, Sumner Bacon	Durham, N. C.
Gamble, John Jenkins	Fairfield, Ala.
Garner, Samuel Paul	Winston-Salem, N. C.
Garrison, Walter Jackson	Crozet, Va.
*Gilfillan, Robert George	Swarthmore, Pa.
*Godfrey, Octavious Coake	Spencer, N. C.
Grayson, George William	Spindale, N. C.
Green, Martin Klapp	Raleigh, N. C.
Green, Ottis, Jr.	Asheville, N. C.
*Hamilton, William Secrest	Monroe, N. C.
Harrell, George T., Jr.	Asheville, N. C.
Harriett, George Willie	Pollocksville, N. C.
Harrison, Elmer Carlton	Kinston, N. C.
*Harrison, Russell Sage	Pinetown, N. C.
Harwell, George Corbin	Wilmington, N. C.
*Hauss, William Cecil	Lincolnton, N. C.

* Completed requirements for graduation in Summer School 1931.

Herring, Mack Uriah
 Hiltabidle, James Grason
 Hix, Wilk Wallace
 Hobbs, Marcus Edwin
 Hoffman, Byron Jay
 Hooper, Conrad Sidney, Jr.
 Howard, Fletcher Earl
 *Humble, Hilary Augustus
 Jenkins, John Robert, Jr.
 Johnson, Frank Roy
 Johnson, Thomas Philip
 *Jones, Edward H.
 *Joseph, Ellis
 Kay, Julius
 Kehlmann, William Howard
 Kent, Lawrence Anson
 *Ketchin, Henry Elliott
 Kibler, Theodore Thomas
 Kingsbury, Albert William
 Kirkpatrick, Alton Kermit
 Koenigsburg, Max
 Koffler, Arthur
 Lasher, James Lewis, Jr.
 Lassiter, Thomas James
 *Latham, Hannis Taylor
 *Lawrence, Daniel Charles
 Lee, John David
 Lee, Milton Owen
 Leech, Homan Elfred
 Leman, Howard H.
 Lerer, Samuel
 Lewis, Allen Rannells
 Ligon, James Harris
 *Liles, Charles Clinton
 Lineberger, John Dixon, Jr.
 Loftin, Floyd Fillmore
 *McClure, Robert Leonard
 McCullough, Kenneth H.
 McDonald, Flemmon Pernell
 Mann, Marvin Mellard
 Martens, John Wesley
 Martin, Benjamin Franklin
 Melton, Jack Robert
 Miller, William Taylor, Jr.
 Moore, Daniel Houston
 Morgan, Thomas Cushman
 Mullen, James
 Murray, Wendell McCullen

Mt. Olive, N. C.
 York, Pa.
 Durham, N. C.
 Wilmington, N. C.
 Asheville, N. C.
 Durham, N. C.
 Durham, N. C.
 Wilmington, N. C.
 Parmele, N. C.
 Ivanhoe, N. C.
 Liberty, N. C.
 Auburn, Ala.
 Semarang, Java
 Mattapan, Mass.
 New York City, N. Y.
 Cedarhurst, N. Y.
 Winnsboro, S. C.
 Kimball, Va.
 Elizabeth, N. J.
 Swepsonville, N. C.
 Brooklyn, N. Y.
 Stamford, Conn.
 Danbury, Conn.
 Smithfield, N. C.
 Washington, N. C.
 Sanford, N. C.
 Graham, N. C.
 Miami, Fla.
 Wakefield, Mass.
 Lancaster, Pa.
 Hartford, Conn.
 Swarthmore, Pa.
 Shelby, N. C.
 Littleton, N. C.
 Shelby, N. C.
 Durham, N. C.
 Maywood, Ill.
 Indiana, Pa.
 Lillington, N. C.
 St. Matthews, S. C.
 Newport News, Va.
 Wilmington, N. C.
 Charlotte, N. C.
 Winston-Salem, N. C.
 Galax, Va.
 New Bethlehem, Pa.
 Dothan, Alabama
 Burgaw, S. C.

* Completed requirements for graduation in Summer School 1931.

*Nash, George Earle	Sulligent, Ala.
Nicholson, Walter Lee	Charlotte, N. C.
Norman, James Joseph	Winston-Salem, N. C.
Orem, Nicholas, Jr.	Hyattsville, Md.
Parker, George Hinson, Jr.	Franklin, Va.
Pate, Robert Hoke	Durham, N. C.
Physioc, Willis Johnson, Jr.	Stamford, Conn.
Pierce, Ovid Williams, Jr.	Weldon, N. C.
Poe, John Robert	Durham, N. C.
*Potter, Robert Anderson	Burlington, N. C.
Pratt, Francis Marion	Winston-Salem, N. C.
Reade, Eugene Walter	Durham, N. C.
Reams, Isaiah Marion, Jr.	Dunn, N. C.
Reynolds, Ralph David Kendrick	Fall River, Mass.
Richards, Henry Pusey	Elizabethtown, Ky.
Ricks, Robert Henry	Rocky Mount, N. C.
*Riddick, Floyd Millard	Suffolk, Va.
Roach, John Kenneth	Lawrence, N. Y.
*Roberson, Paul Dawson	Robersonville, N. C.
Roberts, Daniel Merritt, Jr.	New Bern, N. C.
Robertson, W. Burdette, Jr.	Burnsville, N. C.
Robinson, Albert Ira	Durham, N. C.
Robinson, Isadore	Turtle Creek, Pa.
Ross, John Bowen	Washington, N. C.
Rugh, Albert Leon	Saltsburg, Pa.
Sample, Jack McCoy, Jr.	Fort Pierce, Fla.
Sanders, Julius Taft	Chester, S. C.
Schuyler, Philip Timbrell	Durham, N. C.
Sharpe, John Allen	Lumberton, N. C.
Shaw, John Dickinson	Meriden, Conn.
Shore, Hoyt Walter	Charlotte, N. C.
*Sigmon, Charles Victor	Denver, N. C.
Smith, Richard Warren	Worcester, Mass.
Smith, Samuel James, Jr.	Absecon, N. J.
Smoot, Alexander Lee	Salisbury, N. C.
Snow, William Brewster	Durham, N. C.
Starnes, Ralph Odell	Asheville, N. C.
Stephenson, Marion Osborne	Rocky Mount, N. C.
*Stowe, David Henry	Lynchburg, Va.
Stowe, James William, Jr.	Belmont, N. C.
Straughan, Thomas John	Charleston, W. Va.
Stuart, Charles Edward	Rochester, N. Y.
Swain, Roger Whitfield	Durham, N. C.
Swaringen, Richard Eugene	Cornelius, N. C.
Taylor, Godfrey Nuttall	Swarthmore, Pa.
Taylor, Ralph Henderson	Durham, N. C.
Teague, Hillery Burton	Weaverville, N. C.
Upchurch, Oliver Wingate	Durham, N. C.

* Completed requirements for graduation in Summer School 1931.

Vick, George Elliott
 *Wall, Lindsay Stewart
 *Warren, Millard Whitfield
 Weaver, William Fiske
 *Wells, William Keene
 Wellons, James A., Jr.
 Wentz, Lester Hansell
 Williams, William Alfred
 Willis, Candler A.
 Wright, Paul, Jr.

Kinston, N. C.
 Winston-Salem, N. C.
 Edward, N. C.
 Asheville, N. C.
 Petersburg, Va.
 Smithfield, N. C.
 Schoolfield, Va.
 Hertford, N. C.
 Candler, N. C.
 Birmingham, Ala.

SPECIAL STUDENTS

Anderson, Gerard James
 Ballou, Tracy Cowles
 Bartlett, Verne Edwin
 Dale, William Pratt
 Edwards, John Watson
 Ely, James B.
 Fox, Herbert Junius
 Hawkins, Spencer Lee
 Hicks, William Revill
 Hough, Thomas Bryant
 Martin, Southgate
 Persons, Walter S.
 Thomason, Robert Hendon

Haw River, N. C.
 Lansing, N. C.
 Weaverville, N. C.
 Durham, N. C.
 Okmulgee, Okla.
 Knoxville, Tenn.
 Franklinville, N. C.
 Paw Creek, N. C.
 Yonkers, N. Y.
 McFarlan, N. C.
 Wilmington, N. C.
 Orlando, Fla.
 Huntsville, Tex.

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

Ader, Olin Blair A.B., A.M. (Duke), Mathematics.	Winston-Salem, N. C.
Agnew, Donald Charles A.B. (Park), Education, Psychology.	Delta, Colorado
Alexander, Thomas Robert A.B. (Davidson), A.M. (Duke), B.D. (Union), Economics.	Charlotte, N. C.
Allen, Robert Ivey B.S., M.S. (University of Georgia), Physics.	DeLand, Florida
Altvater, Frederick Vernon A.B. (Duke), Economics.	Denver, Colorado
Anderson, Lewis Edward B.S. (Mississippi A. and M.), Botany, Zoölogy.	Courtland, Miss.
Andrews, Henry Lucian A.B. (Duke), Sociology.	Mount Gilead, N. C.
Armstrong, Noble Boyd A.B., A.M. (University of Florida), Psychology, Education.	Jacksonville, Fla.
Arrowood, Isabel A.B. (Flora Macdonald), B.S. (Columbia Univ.), Latin.	Sharon, S. C.
Ashe, Alex Elisha A.B. (Duke), Education.	Sylva, N. C.

* Completed requirements for graduation in Summer School 1931.

Atchley, Paul Trotter	Sevierville, Tenn.
A.B. (Carson-Newman), History, French.	
*Baker, Rudolph Jackson	Holly Springs, N. C.
A.B. (Duke), Chemistry.	
Balch, Clifford Perry	Mansfield, Pa.
A.B. (Franklin and Marshall), History.	
*Barbee, Arthur Odell	Durham, N. C.
A.B. (Duke), Education, English, History.	
Bartlett, Verne Edwin	Weaverville, N. C.
A.B. (Duke), Economics.	
Berghauser, Ailsie Powel	Bristol, Tenn.
B.S. (University of Tennessee), English.	
Berghauser, Albert Sartor	Bristol, Tenn.
A.B. (Duke), German, French.	
Bernstecker, Emil	Durham, N. C.
B.S. (College of the City of New York), History.	
Best, Albert Hartwell, Jr.	Spartanburg, S. C.
A.B. (Wofford), Education.	
Black, Ann Biggerstaff	Durham, N. C.
A.B. (Duke), English.	
Black, Hazel Juanita	Landis, N. C.
A.B. (Greensboro), A.M. (Cornell), French, English.	
Bookhout, Cazlyn Green	Roxbury, N. Y.
A.B. (St. Stephen's), A.M. (Syracuse), Zoölogy.	
Booth, Roy Murphy	Pollocksville, N. C.
A.B. (Duke), Political Science, Economics.	
Bowen, Virginia	Durham, N. C.
A.B. (Duke), History.	
Bowman, Clarice Margaret	Mt. Airy, N. C.
A.B. (Duke), Religion, Philosophy, Sociology.	
Bradbury, Hester Ann	Hardwick, Mass.
B.S. (Simmons), Zoölogy, Botany.	
Brannon, Clarence Ham	Raleigh, N. C.
B.S. (Mississippi A. and M.), M.S. (North Carolina State), Zoölogy, Botany.	
Bridgers, Frank Ernst, Jr.	Laurel, Miss.
A.B. (Duke), English.	
Broadway, Blanche	Durham, N. C.
A.B., A.M. (Duke), Education.	
Brown, James Witt	Richmond, Va.
A.B. (Randolph-Macon), Religion.	
Bullock, Robert Cogdell	Shelby, Miss.
B.S. (Delta State Teachers), A.M. (University of Kentucky), Mathematics.	
Burch, James Charlie Horton	Durham, N. C.
A.B., A.M. (Duke), English, German.	
Burch, Vella Jane	Durham, N. C.
A.B. (Duke), English, German.	
Buren, Roy Edward	West Plains, Mo.
A.B. (State Teachers College, Missouri), A.M. (University of Missouri), Sociology, Economics, Psychology, Philosophy.	

* A.B. conferred June, 1932.

- Burke, Blanche Lenore
B.S. (Meredith), Education. Durham, N. C.
- Butts, Helen Elizabeth
A.B., A.M. (Brown), Zoölogy. Providence, R. I.
- Cagle, William Carl
B.S. (University of Chattanooga), A.M. (Peabody), Chemistry, Physics. Epworth, Ga.
- Campbell, Marshall Albright
A.B. (Duke), Economics. Greensboro, N. C.
- Canaday, Ernest Franklin
A.B. (William Jewell), A.M. (University of Missouri), Mathematics. Carrollton, Mo.
- Carlqs, Thomas Patrick
A.B. (Duke), Botany, Zoölogy. New Bethlehem, Pa.
- Carpenter, Donald Snyder
A.B. (Duke), Economics. Maiden, N. C.
- Carroll, Zoe Wells
A.B. (University of Tennessee), A. M. (Duke), Zoölogy. Morristown, Tenn.
- Chalker, Thomas Phelps
B.A. (Emory), B.D. (Yale), M.A. (Yale), Religion, Philosophy. Durham, N. C.
- Chesley, Leon Carey
A.B. (Susquehanna), Zoölogy. Hop Bottom, Pa.
- Claiborne, Imogene Byron
A.B. (Randolph-Macon Woman's College), Chemistry, Physics. Lynchburg, Va.
- Clarke, Sara Elizabeth
A.B. (Duke), French. Washington, N. C.
- Cochrane, Asa Frazier, Jr.
B.S. (Cumberland), M.S. (University of Tennessee), Zoölogy. Milligan College, Tenn.
- Combs, Gilbert Reynolds
A.B. (Kentucky Wesleyan), Religion, Sociology. Durham, N. C.
- Cook, Louis Bertram
B.S. (Brown), Chemistry. Cranston, R. I.
- Craig, Ellen Jones
A.B. (Greensboro), A.M. (University of North Carolina), Education. Hillsboro, N. C.
- Craig, William Gilbert
A.B., A.M. (University of North Carolina), Education. Hillsboro, N. C.
- Crumpacker, Bernice H.
A.B. (Duke), Psychology. Durham, N. C.
- Cuningim, Merrimon
A.B. (Vanderbilt), English. Nashville, Tenn.
- Cutter, Walter Airey
A.B. (Central, Missouri), A.M., B.D. (Duke), Philosophy, Psychology. Baltimore, Md.
- Darden, Robert Bright
A.B. (Randolph-Macon), Religion, Psychology, Education. Lawrenceville, Va.
- deBruyne, Jacob, M. A.
A.B., A.M. (Duke), Chemistry. Durham, N. C.
- DeHart, Mildred Frances
B.S. (Farmville State Teachers), French, English. Covington, Va.
- DeJong, David Cornell
A.B. (Calvin), English. Grand Rapids, Mich.
- DeLancy, Frances Priscilla
A.B., A.M. (University of West Virginia), Political Science, Economics. Morgantown, W. Va.
- Delaplane, Walter Harold
A.B., A.M. (Oberlin), Economics. Toledo, Ohio

Dickerson, Robert Turpin	Richmond, Va.
A.B. (Duke), Chemistry, Physics.	
Doxey, John Elwood	Bertha, N. C.
A.B. (Duke), French, German.	
Dressel, Francis George	Hart, Mich.
B.S. (Michigan State), M.S. (University of Michigan), Mathematics.	
Dreyer, Edward Peter	New Orleans, La.
B.S., M.A. (Tulane), English.	
*Eason, Elizabeth Bruner	Durham, N. C.
B.S. (Peabody), German, French, English.	
Echols, Annie Beulah	Orlando, Fla.
B.S. (Peabody), Mathematics.	
Evans, Garfield	Camaguay, Cuba
A.B. (Southern), Religion, Sociology, History.	
Fagan, Minnie Lee	Campobello, S. C.
A.B. (Winthrop), Mathematics.	
Farrar, Margaret Ella	Mount Holly, N. C.
A.B. (Greensboro), English, History.	
Fort, William Edwards, Jr.	Birmingham, Ala.
B.S. (Georgia Tech.), Philosophy, Psychology.	
Fox, Herbert Junius	Franklinville, N. C.
A.B. (University of North Carolina), Chemistry, Zoölogy, Physics.	
Frick, Harvey Lee	Gold Hill, N. C.
A.B., A.M. (Duke), Psychology, Zoölogy.	
Fry, Glenn Ansel	Albemarle, N. C.
A.B. (Davidson), A.M. (Duke), Psychology, Zoölogy, Education.	
*Fulmer, Mary Eunice	Como, Miss.
A.B. (Mississippi State College for Women), Mathematics, Physics.	
Garrett, Harper Lee	Greenville, S. C.
A.B. (Citadel), History, Economics.	
Gelmann, Herman Henry	Brooklyn, N. Y.
B.S. (Fordham), A.M. (Stanford), Chemistry, Physics.	
George, LeRoy Brunson	Independence, La.
A.B. (Wofford), Religion.	
George, Robert Wilfred	Belle Center, Ohio
A.B. (Geneva), A.M. (Columbia), Psychology.	
Gillaspie, Athey Graves	Big Island, Va.
B.S. (Lynchburg), A.M. (Duke), Chemistry.	
Glenn, Argyle	Richmond, Va.
A.B. (Duke), Latin, Greek.	
Godcharles, Charles Augustus	Milton, Pa.
A.B. (Bucknell), Philosophy, Psychology.	
Goldstein, Israel Payson	East Taunton, Mass.
A.B. (Lehigh), English.	
Gooch, Richard Este	Lynchburg, Va.
A.B. (Washington and Lee), Education, Sociology, Religion.	
Gorman, Mary Aylward	Lynchburg, Va.
A.B. (Randolph-Macon), Chemistry, Physics.	
Graham, Eleanor Grace	Zelienople, Pa.
A.B. (Westminster), Education, English.	

* A.B. conferred June, 1932.

Green, Charles Sylvester	Durham, N. C.
A.B. (Wake Forest), B.D., A.M. (Duke), Philosophy, Religion.	
Griffin, Mabel Jeannette	Durham, N. C.
A.B., A.M. (Duke), Mathematics.	
Guice, Clarence Norman	Conway, Ark.
A.B. (Hendrix), History, Economics.	
Guild, Lucy	Hollywood, Calif.
A.B. (University of California), French, Philosophy.	
Guy, Walter Carlisle	McBee, S. C.
A.B. (Wofford), Physics, Mathematics.	
Hanslick, Roy Stanley	Providence, R. I.
B.S. (Tufts), A.M. (Cornell), Chemistry.	
Hanson, Isabel	Smyrna, Ga.
B.S., M.S. (University of Georgia), Physics.	
Hardin, Rector Roemilt	Spindale, N. C.
A.B. (Berea), Economics.	
Harrington, Annie Mae	Comers Rock, Va.
B.S. (Radford State Teachers), Mathematics, Physics.	
Harrington, Milton Elree	Greenville, N. C.
A.B. (Duke), German, English, Economics.	
Harris, Isabella Deas	Cordele, Ga.
A.B. (Wesleyan), English.	
Harrison, David Moody	Beaverdale, Pa.
B.S. (Ursinus), Economics.	
Harrison, Eugene Myers	Florence, S. C.
A.B. (Furman), Th.B. (Southern Baptist Theological Seminary), Religion.	
Harvey, Harlow Williamson, Jr.	Athens, Ga.
B.S. (University of Georgia), Botany.	
Hastings, Comer Henry	Memphis, Tenn.
A.B. (Lambuth), Religion, History.	
Haus, George Joseph	Richmond, Va.
B.S. (William and Mary), A.M. (Duke), Chemistry.	
Herron, Ima Honaker	Famersville, Texas
A.B., A.M. (Southern Methodist), English.	
Hocutt, Edgar Jerome	Enfield, N. C.
A.B. (Duke), English, German.	
Hodges, Wiley Edward	Blountville, Tenn.
A.B. (Roanoke), A.M. (Duke), Political Science, Economics, History.	
Hoffman, George Edward	Winnetka, Ill.
A.B., A.M. (Northwestern), English.	
Holdford, Anne Virginia	Raleigh, N. C.
B.S. (Peabody), Education.	
Holton, Lela Young	Durham, N. C.
A.B., A.M. (Duke), Psychology.	
†Hooker, Charles Wright	Durham, N. C.
A.B., A.M. (Duke), Zoölogy, Chemistry, Botany.	
Hoole, William Stanley	Darlington, S. C.
A.B., A.M. (Wofford), English.	
Hoover, Faith Sprole	Durham, N. C.
A.B. (Monmouth), Political Science.	

† A.M. conferred June, 1932.

Horner, Esther Louise	Durham, N. C.
B.S. (Peabody), Education.	
Huckabee, Weyman Carlisle	Durham, N. C.
A.B. (Duke), Religion.	
Hudson, Charles Franklin	Durham, N. C.
A.B. (Wake Forest), Th.M. (Southern Baptist Theological Seminary), Religion, Sociology.	
Huffman, Norman Ara	Asheville, N. C.
A.B. (Duke), Religion.	
Humble, Hilary	Wilmington, N. C.
A.B. (Duke), Chemistry, Physics.	
Hunter, Annie May	Henderson, N. C.
A.B. (North Carolina College for Women), Education.	
Irons, George Vernon	Rome, Ga.
A.B., A.M. (University of Alabama), History.	
Israel, Kate Ola	Asheville, N. C.
A.B. (Duke), Chemistry.	
Jackson, David Kelly, Jr.	Gastonia, N. C.
A.B., A.M. (Duke), English.	
Jackson, Fynes Berty	Durham, N. C.
A.B. (Emory and Henry), Religion, Sociology.	
James, Feltham Syreen	Sumter, S. C.
A.B. (Wofford), Religion, Sociology.	
Jarman, Laura Martin	Staunton, Va.
A.B. (Mary Baldwin), French.	
Jarrell, Hampton McNeely	Athens, Ga.
A.B. (University of Georgia), A.M. (Harvard), English.	
*Jenkins, John Robert, Jr.	Carmele, N. C.
A.B. (Duke), Economics.	
Jenkins, Ruth Irwin	Louisville, Ky.
A.B. (University of Louisville), Botany, Psychology.	
Jenkins, Theodore Roosevelt	Durham, N. C.
A.B. (Duke), Religion.	
Jernigan, Charlton Coney	Durham, N. C.
A.B., A.M. (Duke), Greek, Latin.	
Johnson, Frank Harris	Raleigh, N. C.
A.B. (Princeton), Botany, Physics.	
Johnston, Thomas McNaughton	Allison Park, Pa.
B.S. (Washington and Jefferson), A.M. (Tulane), English.	
Jordan, Walter Edward	Raleigh, N. C.
B.S., M.A. (Wake Forest), M.S. (North Carolina State), Chemistry.	
Kelley, Carl Williams	Durham, N. C.
A.B. (University of North Carolina), Chemistry.	
Kestler, Mary Elizabeth	Davidson, N. C.
A.B. (Duke), English.	
Ketchum, Marshall Dana	Auburn, N. Y.
B.S., M.S. (Syracuse), Economics.	
Ketring, Ruth Anna	Richmond, Ind.
A.B. (Earlham), A.M. (Duke), History.	
Kirkland, Mary Rebecca	Durham, N. C.
A.B. (Duke), French, History.	

* A.B. conferred June, 1932.

Latham, Dennis Harold	Bath, N. C.
B.S. (North Carolina State), Botany, Zoölogy.	
Lawrence, Ora Woodford	Des Moines, Iowa
A.B. (Drake), Sociology, Philosophy.	
Lee, Donald Woodward	Stroudsburg, Pa.
A.B. (Pennsylvania State), English, Philosophy.	
LeKites, Katherine	Chincoteague, Va.
A.B. (Washington College, Maryland), English.	
Lewis, Samuel Truman	Hattiesburg, Miss.
B.S. (Mississippi State Teachers), A.M. (Vanderbilt), Sociology, Economics.	
Long, Albert Anderson	Durham, N. C.
A.B. (University of North Carolina), Education.	
Longstreet, Rubert James	Daytona Beach, Fla.
B.S., A.M., LL.B. (John B. Stetson), Education, Sociology.	
Lowance, Franklin Elta	Roanoke, Va.
B.S. (Roanoke), A.M. (Duke), Physics, Mathematics.	
Lowell, Stanley	Hastings, Minn.
A.B. (Asbury), Religion, History.	
*Lowry, John Milton	Peachland, N. C.
A.B. (Elon), Economics, Sociology.	
McAdams, Laura Jean	Due West, S. C.
A.B. (Erskine), A.M. (University of South Carolina), Latin, Philosophy.	
McAllister, James Gray, Jr.	Richmond, Va.
B.S. (Hampden-Sydney), A.M. (Duke), Mathematics, Physics.	
McCulloch, Thomas Logan	Eaton, Ohio
A.B., A.M. (Duke), Psychology, Zoölogy.	
McDavid, Raven Ioor, Jr.	Greenville, S. C.
A.B. (Furman), English.	
McDonald, Ralph Waldo	Winston-Salem, N. C.
A.B. (Hendrix), A.M. (Duke), Education.	
McDowell, Gladstone Wadley	Waynesville, N. C.
A.B., A.M. (Duke), Mathematics.	
McEwen, Noble Ralph	Irondale, Ala.
A.B. (Birmingham-Southern), A.M. (Duke), Education, Psychology.	
MacFayden, Elizabeth Ann	Concord, N. C.
A.B., A.M. (Duke), History.	
McNair, Hallie	Patrick, S. C.
A.B. (Winthrop), English.	
Mabry, William Alexander	Durham, N. C.
A.B., A.M. (Duke), A.M. (Harvard), History.	
Mann, Donald Ray	Richmond, Va.
A.B. (University of Richmond), Zoölogy.	
*Mann, Marvin Mellard	St. Matthews, S. C.
A.B. (Duke), Physics, Mathematics.	
Mansfield, Mamie	Durham, N. C.
A.B. (Duke), Education.	
Marks, William Bernelle	Ashton, Md.
A.B. (William and Mary), Education, Psychology.	
Marshall, Helen Edith	Garden City, Kansas
A.B. (College of Emporia), A.M. (University of Chicago), History.	

* A.B. conferred June, 1932.

*Martens, John Wesley	Newport News, Va.
A.B. (Duke), Economics.	
Martin, Isabel	Durham, N. C.
A.B. (Duke), Education, English.	
Mason, Morton Freeman	Durham, N. C.
B.S. (Oregon State), Chemistry.	
Massey, Herbert Neal	Smithfield, N. C.
A.B. (Mercer), A.M. (University of Chicago),	Sociology.
Mattox, William Reuben	Pen Hook, Va.
A.B. (Duke), Economics.	
Meier, Frederick William	New Orleans, La.
Ph.B. (University of Chicago), A.M. (Tulane),	Philosophy, Psychology.
Merriman, Paul Homer	Monteagle, Tenn.
B.S. (University of the South), Physics, Mathematics,	Engineering.
Merritt, Ethel Louise	Wilmington, Delaware
A.B. (University of Delaware), Chemistry.	
Metler, Alvin Velbert	Adrian, Mich.
B.S. (Adrian), A.M. (Duke), Chemistry.	
Miller, Harold William	Spartanburg, S. C.
A.B. (Wofford), Greek, Latin.	
Mitchell, John Aubrey	Nathalie, Va.
A.B. (Washington and Lee), A.M. (Columbia),	Psychology, History, Educa- tion, Botany.
Mitchell, Nicholas Pendleton, Jr.	Seymour, Texas
A.B., A.M. (University of Texas), Political Science,	History.
Moore, Everett	Butler, Pa.
B.S. (University of Pittsburgh), Chemistry, Physics.	
Moore, Nancy Catherine	Roxboro, N. C.
A.B. (North Carolina College for Women),	Education.
Moore, Robert Presnell	Laurens, S. C.
B.S. (Presbyterian), Chemistry, Physics.	
Moore, Troy Rozelle	Dandridge, Tenn.
A.B. (Carson and Newman), French.	
Morgan, Jasper Eugene	Waynesville, N. C.
B.S. (Wake Forest), Physics, Mathematics, Engineering.	
Morgan, Karl Ziegler	Salisbury, N. C.
A.B., A.M. (University of North Carolina),	Physics, Mathematics.
Moseley, Rolf Earl	Durham, N. C.
Ph.B., M.S. (Emory University), Chemistry,	Physics.
Moses, Anna Katherine	Durham, N. C.
A.B. (Duke), French.	
Mumford, Carey Gardner	Raleigh, N. C.
A.B. (Wake Forest), Mathematics.	
Munson, Sam Clark	Kosciusko, Miss.
B.S., M.S. (Mississippi A. and M.), Zoölogy,	Chemistry.
Munyan, Merrill Calvin	Worcester, Mass.
A.B. (Wesleyan), History.	
Nash, George Earle	Bogalusa, La.
A.B. (Duke), History, Education.	
Newland, Lee Max	Indianapolis, Ind.
B.S. (Butler), Economics, Sociology.	

* A.B. conferred June, 1932.

Newsom, Mary Etta B.S. (Millsaps), Mathematics, Education.	Jackson, Miss.
Nicholson, Waller Staples A.B. (Guilford), Religion, Psychology.	Guilford College, N. C.
Noell, Margaret Jeannette A.B. (North Carolina College for Women), Education.	Durham, N. C.
Nolan, Louis Clinton Ph.B. (Emory), History.	Morganton, N. C.
Nuermberger, Gustave Adolph A.B. (University of Buffalo), History, Economics.	Buffalo, N. Y.
Nyeu, Ming Hwa A.B. (George Washington), Economics.	Shanghai, China
Pearson, John Herbert B.S. (Brown), Chemistry.	Providence, R. I.
Peck, Alice Amanda A.B. (Converse), Mathematics, Physics.	Whitney, S. C.
*Pell, Evelyn Jackson A.B. (Asbury), French, History.	Pilot Mountain, N. C.
Perry, Herbert Judson A.B. (Acadia), B.D., A.M. (Colgate), Education.	Raleigh, N. C.
Peterson, Harold Fern A.B. (Knox), A.M. (University of Minnesota), History.	Galesburg, Ill.
Petty, Clara Octavia A.B. (Duke), Education.	Durham, N. C.
Phillips, Edward Lindsey A.B. (Duke), Political Science.	Durham, N. C.
Porterfield, Austin Larimore A.B. (Oklahoma City University), A.M. (Drake), B.D. (Phillips), Sociology, Philosophy.	Durant, Okla.
Poteat, Mary A.B. (North Carolina College for Women), A.M. (Columbia), English.	Marion, N. C.
Powers, Oscar Scofield A.B. (Baylor), A.M. (Cornell), Latin.	Wichita Falls, Texas
Pratt, Joseph Gaither A.B. (Duke) Psychology.	Winston-Salem, N. C.
Price, Guy Vaughan A.B. (William Jewell), A.M. (University of Chicago), Sociology, History.	Kansas City, Mo.
Priepke, Rudolf Julius B.S. (Elmhurst), A.M. (Duke), Chemistry, Physics.	Clarksville, Iowa
Pullias, Earl Vivon A.B. (Cumberland), A.M. (University of Chicago), Education, Psychology.	Castalian Springs, Tenn.
Pyron, Joseph Hicks A.B., M.S. (University of Georgia), Botany, Zoölogy.	Reynolds, Ga.
Quillen, Della Lucile A.B. (Greenville Woman's), English.	Fountain Inn, S. C.
Reeves, Carl Walker B.S. (Citadel), A.M. (Columbia), English.	Greenville, S. C.
Reichardt, Josephine Eleanor B.R.E. (Boston), Education, Sociology.	Reading, Mass.
Rice, Noland Ernest A.B. (University of Kentucky), Zoölogy, Education.	Bellevue, Ky.

* B.S. conferred June, 1932.

Riley, Charles Leigh	Chapel Hill, N. C.
A.B., A.M. (Washington and Lee), History, Economics.	
Robertson, Lora Lee	Paducah, Ky.
B.S. (University of Kentucky), Botany, Zoölogy.	
Rogers, Powell Burwell	Newport News, Va.
A.B. (William and Mary), English.	
Rowe, Frances Eleanor	Memphis, Tenn.
A.B. (Duke), History, Economics.	
Schuppan, Irma Margaret	Houston, Texas
A.B. (Rice), Mathematics, Physics.	
Seeley, Emetta Weed	Durham, N. C.
A.B. (Connecticut College for Women), A.M. (Duke), Psychology.	
Sessoms, Louise Elizabeth	Fuquay Springs, N. C.
A.B. (Duke), Psychology, Religion.	
Shankle, Herbert Lazelle	Mt. Gilead, N. C.
A.B. (Duke), Chemistry.	
Shannon, Edward McDaniel	Clinton, S. C.
A.B. (Erskine), Education, History.	
Shipp, Mary Elizabeth	Durham, N. C.
A.B. (Duke), Zoölogy.	
Shockley, Martin Staples	Stuart, Va.
A.B. (University of Richmond), English.	
Sigmon, Hugh William	Newton, N. C.
A.B. (Lenoir-Rhyne), M.S. (North Carolina State), Chemistry, Physics.	
Sledd, Warren Candler	Decatur, Ga.
A.B. (Emory), A.M. (Duke), Latin, Greek.	
Smith, Newell Hart	Gallatin, Mo.
A.B. (Park), A.M. (University of Virginia), Physics, Mathematics.	
Spence, Mary Elizabeth	Goldsboro, N. C.
A.B. (Duke), German.	
Stalvey, James Benjamin	Tabor, N. C.
A.B., A.M. (Duke), History.	
Stanbury, Walter Albert, Jr.	Durham, N. C.
A.B. (Duke), English.	
Steele, Eva Belle	Catlett, Va.
B.S. (Peabody), Religion, Philosophy.	
Stradley, Paul Gill	Cumberland Gap, Tenn.
A.B. (Emory and Henry), History.	
Stroud, Dorothy Mae	Valdosta, Ga.
A.B. (Georgia State Woman's), History, Economics.	
*Stuart, Charles Edward	Rochester, N. Y.
A.B. (Duke), Psychology, Zoölogy.	
Sullivan, Willie Jefferson	Jackson, Miss.
B.S. (Millsaps), Chemistry, Physics.	
Swain, Louis Hall	Durham, N. C.
A.B. (Duke), English, Education.	
*Tanner, Edward William	Cortland, N. Y.
A.B. (Colgate), Chemistry, Physics.	
Tarbutton, Grady	Wesson, Miss.
B.S. (Millsaps), M.S. (University of Iowa), Chemistry, Physics.	

* A.B. conferred June, 1932.

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|----------------------------------------------------------------------------------------------------|----------------------|
| Taylor, Robert King, Jr.
B.S. (Furman), Zoölogy, Botany. | Greenville, S. C. |
| Thomas, John Frederick
A.B., A.M. (University of Michigan), Psychology. | Detroit, Mich. |
| Thrift, Charles Tinsley
A.B. (Duke), Religion, History. | Durham, N. C. |
| Tipton, Samuel Ridley
A.B. (Mercer), Zoölogy. | Sylvester, Ga. |
| Truesdale, James Nardin
A.B., A.M. (Duke), Greek. | Asheboro, N. C. |
| Twaddell, Vera Carr
A.B. (Duke), Education. | Durham, N. C. |
| Vining, Morgan Fisher
A.B., LL.B. (University of Texas), English, Education. | Chapel Hill, N. C. |
| Voelkle, Robert Hull
A.B. (Miami), English, History. | Youngstown, Ohio |
| *Wahrenbrock, Elizabeth Lucas
A.B. (University of Michigan), English. | Durham, N. C. |
| Waite, Alexander
A.B. (University of South Carolina), Psychology. | Durham, N. C. |
| Walker, Herman, Jr.
A.B. (Duke), Political Science, Economics. | Bradenton, Fla. |
| Walker, Mary Lipscomb
A.B. (Duke), English, French. | Durham, N. C. |
| Wallace, Elbert Stephen
A.B. (Birmingham-Southern), A.M. (Duke), Economics. | Roswell, New Mexico |
| †Wallace, Julian Howard
B.S. (University of Florida), Botany, Zoölogy. | Durham, N. C. |
| Ward, Ellen Gunter
A.B. (Duke), English. | Durham, N. C. |
| Warden, Cree
A.B., A.M. (University of Kansas), Psychology. | Lyons, Kansas |
| Whaley, Otis
B.S. (East Tennessee State Teachers), M.Ed. (Duke), Political Science, Economics. | Durham, N. C. |
| Wilcox, David Henry, Jr.
A.B. (Wake Forest), Chemistry, Physics. | Winston-Salem, N. C. |
| Williams, Harold Fish
Ph.B. (University of Wisconsin), Botany. | Ladysmith, Wisconsin |
| Williams, Harvey Page
A.B. (William and Mary), Mathematics. | Raleigh, N. C. |
| Wilson, Flora P.
A.B., A.M. (University of North Carolina), Education. | Durham, N. C. |
| Wilson, Roland Marshall
A.B. (Hampden-Sydney), Latin, English. | Chase City, Va. |
| Womack, John Gamble
A.B. (University of Arkansas), A.M. (Duke), Chemistry. | Van Buren, Ark. |
| Wright, Esther Sayre
A.B. (Duke), Religion, Philosophy. | Lexington, Va. |
| Wright, Herbert Fletcher
A.B. (Nebraska Wesleyan), A.M. (University of Cincinnati), Psychology. | Ord, Nebraska |

† B.S. conferred June, 1932.

SUMMER OF 1931; FIRST TERM

Adams, Ruby Irene	Jacksonville, Fla.
A.B. (Florida State College), Education, History.	
Addington, Conley Richmond	Gate City, Va.
B.S. (William and Mary), Economics.	
Ader, Olin Blair	Winston-Salem, N. C.
A.B., A.M. (Duke), Mathematics.	
Alabaugh, Tacy Gaunt	Charleston, W. Va.
A.B. (Powhatan), Education.	
Albright, Willie Thelma	Greensboro, N. C.
A.B. (Greensboro College), English.	
Alexander, Ruth	Greeneville, Tenn.
A.B. (Tusculum), Economics.	
Allen, Robert Ivey	DeLand, Fla.
B.S., M.S. (University of Florida), Mathematics.	
Altwater, Frederick Vernon	Denver, Colo.
A.B. (Duke), Economics.	
Anderson, John David	McClellanville, S. C.
A.B. (College of Charleston), Economics.	
Anderson, Thomas, Jr.	Greenville, S. C.
A.B. (Furman), English, Education.	
Armstrong, Cora Minnie	Laurens, S. C.
A.B. (Winthrop), Education.	
Armstrong, Noble Boyd	Jacksonville, Fla.
A.B. (University of Florida), A.M., B.M. (Drury), Psychology.	
Arrowood, Isabel	Sharon, S. C.
A.B. (Flora McDonald), B. S. (Columbia), Latin.	
Ashe, Alex Elisha	Sylva, N. C.
A.B. (Duke), Education.	
Ashburn, Karl Everett	Fort Worth, Texas
A.B., A.M. (Texas Christian), German.	
Atkinson, Katherine Convers	Augusta, Ga.
A.B. (Winthrop), Education.	
Ball, Martha Prudence	Huntington, W. Va.
A.B. (Marshall), History.	
Barber, Ruth Kerns	Santa Fe, New Mexico
A.B. (Duke), History.	
Barker, Ralph	Spencer, N. C.
A.B. (Duke), Education, Mathematics.	
Barrett, Priscilla Dixon	Durham, N. C.
A.B. (Duke), English.	
Bateman, Eva Mae	Winston-Salem, N. C.
A.B. (East Carolina Teachers College), Education.	
Bates, Florence Wannamaker	Birmingham, Ala.
A.B. (Winthrop), French.	
Beales, Anne Carruthers	Boydton, Va.
A.B. (Randolph-Macon), Latin.	
Beavers, Hallie	Siler City, N. C.
A.B. (North Carolina College for Women), Mathematics, Education.	
Beckwith, Frances Irene	Spartanburg, S. C.
A.B. (Converse), Education.	

- Bickers, John Lawrence
A.B. (Atlantic Christian College), Education. Union Point, Ga.
- Bevacqua, Frank Anthony
B.S. (Duke), Mathematics. Mt. Vernon, N. Y.
- Bird, Carl Orlando
A.B. (Susquehanna), Religious Education. Milroy, Pa.
- Blakemore, John Haywood
A.B. (University of Mississippi), Religion. Corinth, Miss.
- Blalock, Mary Lillian
A.B. (Duke), History. Prospect Hill, N. C.
- Boch, Lorrin Milo
B.S. (Kansas State College), Mathematics. Gary, W. Va.
- Bockhouse, Helen Catherine
A.B. (Maryland State Normal), History, Economics. Cumberland, Md.
- Boggs, Mary Amber
A.B. (Greenville Womans College), Latin, English. Liberty, S. C.
- Bonfoey, Winifred Lee
A.B. (Florida State College), English. Tampa, Fla.
- Boswell, Martha Pauline
A.B. (Randolph-Macon), English. Brevard, N. C.
- Bowles, Madison Harwell
B.S. (Emory), Education. Gay, Ga.
- Bowman, Mary Ellen
A.B. (Winthrop), German. Orangeburg, S. C.
- Boyd, Elizabeth Nicely
B.S. (Cambridge), A.M. (Juniata, Columbia), Mathematics. Lizonier, Pa.
- Bramlette, Nancy Lucile
A.B. (Winthrop), English, Education. Greenville, S. C.
- Brant, George Ezekiel
A.B. (University of South Carolina), Mathematics. Bamberg, S. C.
- Braswell, Albert Hurley
A.B. (Wake Forest), Education. Youngsville, N. C.
- Bridgers, Arthur Dooley
A.B. (Duke), Education. Sanford, Fla.
- Brinson, Pearl Leola
A.B. (Duke), English, French. Morehead City, N. C.
- Brintle, Joe Howard
A.B. (Duke), Education. White Plains, N. C.
- Brissie, Margia Lou
A.B. (Winthrop), English. Hodges, S. C.
- Brit, Urma Willis
B.S. (State Teacher College, Pennsylvania), M.E. (Boston University), Education. Enfield, N. C.
- Brooks, Jessie Mae
A.B. (Meredith), English. Vass, N. C.
- Broome, Hoyle Sidney
A.B. (Duke), Education. Creedmoor, N. C.
- Broome, Oscar Whitfield
A.B. (Duke), Education. Mineral Springs, N. C.
- Brown, Frank Alton
A.B. (Wofford), Education. Grantville, S. C.
- Bruce, Ethel May
A.B. (Winthrop), Education. Camden, S. C.

Bruce, Kate Elizabeth B.S. (Coker), Mathematics, Spanish.	Camden, S. C.
Bryan, William Alfred A.B. (College of Charleston), English.	Sumter, S. C.
Bryant, Leila A.B. (Winthrop), Education.	Orangeburg, S. C.
Bryson, Daniel Winfred A.B. (Concord), Education.	Lester, W. Va.
Bull, Virginia Anne A.B. (Wesleyan), History, Economics.	Atlanta, Ga.
Bunch, Bamma Ethel A.B. (University of Kentucky), English.	Owensboro, Ky.
Burch, Emma Hilton Ph.B. (Piedmont), English.	Liberty Hill, N. C.
Burch, Vella Jane A.B. (Duke), English.	Durham, N. C.
Burgess, Claudia Matilda A.B. (Duke), Education.	Old Trap, N. C.
Burnside, Maurice Qwin B.S. (Furman), A.M. (University of Texas), Economics.	Columbia, S. C.
Byrd, Ruth White A.B. (North Carolina College for Women), English.	Stovall, N. C.
Caldwell, Lawrence McClure A.B. (Wake Forest), Biology.	Newton, N. C.
Calhoun, Robert Lyon B.S. (Millsaps), Education, History.	Mt. Olive, Miss.
Canady, Ernest Franklin A.B., A.M. (Missouri), Mathematics.	Raleigh, N. C.
Carr, Howard Ernest B.S. (Tennessee State Teachers College), Economics, History.	Johnson City, Tenn.
Carr, Mary Emily A.B. (Greensboro College), Education.	Wallace, N. C.
Carter, Roland DeBurke A.B. (Peabody), English.	Durham, N. C.
Chapman, Lora A.B. (Anderson), Education.	Palzer, S. C.
Chapman, Robert Carrol B.S. (Clemson), Education.	Greenville, S. C.
Chapman, Sarah Vivian A.B. (Anderson), Education.	Palzer, S. C.
Chazal, Charlotte Blanchard A.B. (Florida State College), Education, English.	Ocala, Fla.
Cherry, William Hix A.B., A.M. (Duke), Economics, Education.	Newton, N. C.
Clark, Joseph Deadrick A.B. (Columbia), A.M. (Harvard), English.	Raleigh, N. C.
Clubb, Denner Elbert B.S. (State Teachers College, Missouri), Economics.	Zalma, Mo.
Coiner, Elizabeth Hampden A.B. (Duke), History.	Durham, N. C.
Cole, Elfrieda Louise A.B. (Winthrop), Latin.	Greer, S. C.

Coleman, Elizabeth Donna A.B. (University of Arkansas), English.	Fort Worth, Texas
Collawn, William Ashton A.B. (Berea), Zoölogy.	Debarton, W. Va.
Colyer, Mary Lee B.S. (Peabody), A.M. (University of Chicago), History.	Birmingham, Ala.
Conger, Margaret Esther A.B. (Duke), Mathematics, Education.	Statesville, N. C.
Connors, Mary Elizabeth A.B. (Converse), Education.	Spartanburg, S. C.
Cooke, Paul A.B. (Birmingham Southern), Religion.	Haw River, N. C.
Cooke, Rudyard Easterby A.B. (Concord), Education.	Athens, W. Va.
Cothran, Elizabeth Lloyd A.B. (Duke), English.	Timberlake, N. C.
Cotten, Nell A.B. (Mississippi Womans College), Mathematics, Education.	Asheville, N. C.
Couch, Claude Campbell A.B. (Hollins), History, Education.	Statesville, N. C.
Council, Clara Irene A.B. (Duke), Education.	Durham, N. C.
Covington, Bessie A.B. (Flora McDonald), Latin.	Red Springs, N. C.
Cox, Granville Claude B.S. (William and Mary), Education, Mathematics.	Fairfax, Va.
Coxwell, Laura A.B., A.M. (Florida State Womans College), Physics.	Jacksonville, Fla.
Crews, Charlotte Edwina A.B. (Duke), Zoölogy.	Oxford, N. C.
Dahl, Julia Mable A.B. (Phillips University), Mathematics, Religion.	Johnson City, Tenn.
Dance, Willis Lupkin A.B. (Mercer), English.	Young Harriss, Ga.
Daniels, Addie A.B. (Winthrop), Education.	Landrum, S. C.
Daniels, Archie Shields A.B. (Duke), Education.	Draper, N. C.
Davis, Gladys Gray A.B. (Winthrop), Education.	Lydia, S. C.
Davis, Ira Claud A.B. (Furman), Education.	Greenville, S. C.
Deakins, John Christmond A.B. (Emory & Henry), Education, English.	Blountville, Tenn.
Dean, Charles Wesley, Jr. A.B. (Emory & Henry), Mathematics.	Gary, W. Va.
Denny, Mary Rebecca A.B. (Salem), English.	Red Springs N. C.
deTreville, Marie Louise A.B. (Winthrop), English.	Walterboro, S. C.
Dillon, Conley Hall A.B. (Marshall), History, Economics.	Huntington, W. Va.

Dinkins, Anna Elizabeth	Chilhowie, Va.
A.B. (Emory & Henry), English.	
Dixon, Frances Elizabeth	Trenton, N. C.
A.B. (Greensboro), Education.	
Dowd, Rozzelle Edward	Dunn, N. C.
A.B. (Duke), Education.	
Dunham, Daniel Vernon	Pointer, Va.
A.B. (Duke), History, Education.	
Dupont, Louise	Daytona Beach, Fla.
A.B. (Florida State College for Women), English, History.	
DuVernet, Adela Lowndes	Greenville, S. C.
A.B. (Erskine), Education, English.	
DuVernet, Grace Neville	Greenville, S. C.
A.B. (Erskine), English.	
Echols, Annie Beulah	Orlando, Fla.
B.S. (Peabody), Education, Mathematics.	
Eggers, Graydon Poe	Boone, N. C.
A.B. (Duke), English.	
Ellenberger, Andrew Richard	Bradford, Pa.
B.S. (Grove City), Mathematics.	
Elliott, Emmet Roach	Darlington Heights, Va.
A.B., A.M. (Duke), Mathematics.	
Elmer, Charles Robert	Ironton, Ohio
A.B. (Duke), Zoölogy.	
Evans, Christine Stout	Camaguey, Cuba
A.B. (Southern), Religion.	
Evans, Garfield	Camaguey, Cuba
A.B. (Southern), Religion, History.	
Fagan, Minnie Lee	Campobello, S. C.
A.B. (Winthrop), Mathematics, Education.	
Felmet, Frances Cook	Asheville, N. C.
A.B. (Greensboro), French.	
Felts, Carl Monroe	Galax, Va.
A.B. (Emory & Henry), Education, Religion.	
Fennell, Hazel Ethelia	Lakeland, Fla.
A.B. (Southern), Education.	
Fennell, Merle Janet	Lakeland, Fla.
A.B. (Southern), Mathematics.	
Fitzgerald, John Dean	Linwood, N. C.
A.B. (Duke), Chemistry.	
Florence, George Eslie, Jr.	Augusta, Ga.
B.S. (University of Georgia), Mathematics.	
Forrest, Frances Gwyn	Hillsboro, N. C.
A.B. (Greensboro), English, Education.	
Fort, Elizabeth	North, S. C.
A.B. (Georgia State Womans College), German.	
Foster, Blandina Arra	Pottsville, Pa.
A.B. (Albright), English.	
Foster, George Adair	Defuniak Springs, Fla.
A.B. (University of Florida), Education, Sociology.	
Francis, Luther Edgar	Francisco, N. C.
A.B. (Guilford), Education.	

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|-----------------------------------------------------------------------------------------|---------------------|
| Gaines, Nancy
A.B. (LaGrange), Latin, English. | Grantville, Ga. |
| Gardner, Rufus Solomon
A.B. (George Washington), Education, History. | Germantown, N. C. |
| Garren, Martin Thompson
A.B. (Duke), Education. | Henderson, N. C. |
| Geddings, Clarence Loring
A.B. (Furman), Education. | Sumter, S. C. |
| George, Robert Wilfred
A.B. (Geneva), A.M. (Columbia), German. | Tarkio, Mo. |
| Gibson, Harvey Taylor
A.B. (Furman), English. | Greenville, S. C. |
| Gillam, Jennie
A.B. (Winthrop), Education. | Denmark, S. C. |
| Gillespie, Mary Elizabeth
A.B. (Converse), French. | York, S. C. |
| Girvan, Margaret Leah
A.B. (Pennsylvania State College), English. | Nanticoke, Pa. |
| Glick, Rudolph Alfred
A.B. (Bridgewater), Mathematics. | Mt. Crawford, Va. |
| Glover, James Rayburn
A.B. (Peabody), A.M. (Vanderbilt), Education. | Apopka, Fla. |
| Godfrey, Roy Burchell
A.B. (Wake Forest), History. | Camden, N. C. |
| Goodwin, Ernest Boyd
A.B. (Wofford), A.M. (University of North Carolina), Education. | Bessemer, N. C. |
| Gorman, Mary Aylward
A.B. (Randolph-Macon), Chemistry. | Lynchburg, Va. |
| Gravely, Paul Edwin
A.B., A.M. (University of South Carolina), Mathematics. | Pickens, S. C. |
| Gray, Theron Arthur
A.B. (Duke), Education. | Wilson, N. C. |
| Griffin, Mabel Jeannette
A.B., A.M. (Duke), German. | Durham, N. C. |
| Grogan, John Stafford
A.B. (Emory & Henry), Psychology. | Kimball, W. Va. |
| Grogan, Kermit Lee
A.B. (Emory & Henry), Psychology, Education. | Kimball, W. Va. |
| Guy, Walter Carlisle
A.B. (Wofford), Mathematics, Education. | McBee, S. C. |
| Hammette, Julius Erwin
A.B. (Furman), History, Education. | Cowpens, S. C. |
| Hanson, Isabel
A.B. (University of Georgia), A.M. (Duke), Mathematics. | Smyrna, Ga. |
| Hardin, Zelpha
A.B. (Coker), History. | Lowndesville, S. C. |
| Hardy, Brooks
A.B. (Concord State Teachers College), Mathematics, Education. | Montcalm, W. Va. |
| Harker, William Elmer
B.S. (University of Florida), Education. | Cleveland, Ohio |
| Harmon, John Calvin, Jr.
A.B. (Duke), Economics, English. | Gloucester, N. C. |

Harrington, Annie Mae	Comers Rock, Va.
B.S. (Radford State Teachers College), Mathematics.	
Harris, Clarence Ligon	Anniston, Ala.
A.B. (Wofford), A.M. (Duke).	
Harton, Benjamin Love	Conway, S. C.
A.B. (Hendrix), M.Ed. (Duke), Education.	
Hartsfield, Jennie Mae	Wilmington, N. C.
A.B. (Meredith), Education.	
Hathcock, Fannie Myra	Norwood, N. C.
A.B. (Duke), History, Education.	
Hawes, Foreman McConnell	Atlanta, Ga.
M.S. (Emory University), German.	
Hazlewood, Lucye Linwood	Kenbridge, Va.
A.B. (Randolph-Macon), Mathematics.	
Hazlewood, Willie Gertrude	Kenbridge, Va.
A.B. (Randolph-Macon), English.	
Head, Philemon Ernest	Ocala, Fla.
A.B. (Southern), Education.	
Henderson, Mary Elizabeth	Cartersville, Ga.
A.B. (Wesleyan), History, Economics.	
Henderson, Moody Gladstone	Campobello, S. C.
A.B. (Furman), Education.	
Henson, Eleanor Elizabeth	Bunker Hill, W. Va.
A.B. (West Virginia University), Education.	
Herlong, Dixie Louise	Miami, Fla.
LL.B. (University of Miami), Sociology, Economics.	
Herndon, Clyde	Ehrhardt, S. C.
A.B. (Furman), History, Education.	
Herndon, Hattie Margaret	Durham, N. C.
A.B. (Duke), English.	
Hertz, John Joseph	Elkland, Pa.
B.S. (Mansfield State Teachers College), Mathematics, Psychology.	
Hilfiger, Henry Bennett	Bradford, Pa.
B.S. (Mansfield State Teachers College), Education.	
Hines, Joseph Wilbert	Walberg, N. C.
A.B. (High Point), History, Education.	
Hinson, Vann Glenn	Boone, N. C.
A.B. (Lenoir-Rhyne), Education.	
Hix, David Neal	Durham, N. C.
A.B. (Duke), Education.	
Hoban, Charles Francis, Jr.	Harrisburg, Pa.
Ph.B. (Dickinson), A.M. (Duke), Education.	
Holleman, Matilda Elizabeth	Durham, N. C.
A.B. (Duke), English.	
Holloway, Mamie Agnes	Durham, N. C.
A.B. (North Carolina College for Women), Sociology, Religion.	
Holt, Nancy Binford	Wakefield, Va.
B.S. (Farmville State Teachers College), Education.	
Hood, Edward Pierce	Birmingham, Ala.
M.S. (University of Florida), Chemistry.	
Hooker, Charles Wright	Durham, N. C.
A.B. (Duke), Zoölogy.	

- Hoover, Faith Sprole
A.B. (Monmouth), Economics. Durham, N. C.
- Horn, Herman Lionel
A.B. (Bridgewater), English. Troutville, Va.
- Horne, Connie May
A.B. (Meredith), A.M. (Columbia), French. Monroe, N. C.
- House, James Harwell
Ph.B. (Emory), Education, History. Valdosta, Ga.
- Howard, Robert Eugene
A.B. (Wake Forest), Education. Polkton, N. C.
- Howe, Jessie Lee Blackman
A.B. (Winthrop), Sociology, Religion. Jacksonville, Fla.
- Howell, Fannie Blake
A.B. (North Carolina College for Women), Education. Ansonville, N. C.
- Huckabee, Weyman Carlisle
A.B. (Duke), Religion. Durham, N. C.
- Huff, John Hubert
A.B. (Concord), Education. Jonesboro, Tenn.
- Huffstetler, Juanita Elizabeth
A.B. (Florida State College for Women), History, Spanish. Miami, Fla.
- Hughes, Homer Howard
Ph.B. (Emory), English. Sycamore, Ga.
- Hunt, Warren Avery
A.B. (Furman), Education, Sociology. Greenville, S. C.
- Hunter, Filmore Holt
A.B. (Elon), Education. Durham, N. C.
- Hunter, Minnie Gilliland
A.B. (Bethany), A.M. (Duke). Elon College, N. C.
- Hutcheson, Lucy Evelyn
A.B. (East Carolina Teachers College), English. Raleigh, N. C.
- Hutchins, Blanche Olmeta
A.B. (Salem), Biology. Durham, N. C.
- Jackson, Fynes Berty
A.B. (Duke), Religion. Durham, N. C.
- Jackson, Garner Thompson
B.S. (Radford State Teachers College), Education. Radford, Va.
- Jackson, Sallie King
B.S. (Farmville State Teachers), Education. Portsmouth, Va.
- Jenkins, Charles Walter, Jr.
A.B. (College of Charleston), Education, History. Charleston, S. C.
- Jeter, Paul Hamilton, Jr.
A.B. (University of South Carolina), Education, English. Carlisle, S. C.
- Jewell, Almira Elizabeth
A.B. (Maryville), A.M. (University of Virginia), History. Maryville, Tenn.
- Jones, Florence Bennett
A.B. (Millsaps), English, Education. Madison, Miss.
- Jones, Mary Emma
A.B. (University of Tennessee), History, Education. Johnson City, Tenn.
- Jordan, Martha Robertson
A.B. (Hollins), English. Greenville, S. C.
- Kelly, Francis Bacon
A.B. (Syracuse), Chemistry. Clarksburg, W. Va.

Kelly, Rhoda Athaleene	Durham, N. C.
A.B. (Duke), English.	
Kendall, Henry Lilly, Jr.	Norwood, N. C.
A.B. (Duke), Education.	
Kimbrough, Edith	Greensboro, Ga.
A.B. (Bessie Tift), Education.	
Kincheloe, Joe Lyons	Church Hill, Tenn.
A.B. (Emory & Henry), Education, English.	
King, Emily Barton	Spartanburg, S. C.
A.B. (Converse), French.	
Kingsley, Ellen Josephine	Greeneville, Tenn.
A.B. (Tusculum), French, English.	
Kirven, Ansie	Sumter, S. C.
A.B. (Winthrop), French, English.	
Kittles, Stella Fuessel	Garnett, S. C.
A.B. (Winthrop), Mathematics, Education.	
Knotts, Zelotes Rufus	Beckley, W. Va.
A.B. (West Virginia Wesleyan), Education.	
Kramer, Ellah Rolfe	Leesburg, Fla.
A.B. (Florida State), Education.	
Lawing, Sadie Marshall	Charlotte, N. C.
A.B. (Duke), French.	
Lecrone, Arthur Eugene	Dallastown, Pa.
A.B. (Susquehanna), Psychology, Sociology.	
Lecrone, Elizabeth Hurst	Wilmington, Del.
A.B. (Bucknell University), Education, Mathematics.	
Lecrone, Ellis Krout	Wilmington, Del.
A.B. (Susquehanna), Mathematics, Education.	
Lee, Emily Markham	Graham, N. C.
B.S. (Peabody), English.	
LeRoy, Hester Franklin	Clay Hill, Ga.
A.B. (Mercer), English, Latin.	
Lewis, Alma Gaskin	Galiwants Ferry, S. C.
A.B. (Winthrop), History.	
Long, Sally Welch	Barboursville, W. Va.
A.B. (Morris Harvey), English, History.	
Longstreet, Rubert James	Daytona Beach, Fla.
B.S., A.M. (Stetson), Education, Sociology.	
Loyless, Angie Elizabeth	Wellford, S. C.
A.B. (Lander), Education, English.	
Lucas, Isolene Beaty	Charleston, S. C.
A.B. (College of Charleston), Latin.	
Lutz, Barbara Ennis	Vale, N. C.
A.B. (Lenoir-Rhyne), Economics.	
Lutz, Thad Moore	Vale, N. C.
A.B. (Lenoir-Rhyne), Education.	
Lynch, Robert Allen	Tyrnza, Ark.
A.B. (Arkansas State Teachers), Education.	
McAllister, James Gray, Jr.	Richmond, Va.
B.S. (Hampden Sidney), A.M. (Duke).	
McCain, John Walker, Jr.	Rock Hill, S. C.
A.B. (Newberry), A.M. (University of North Carolina).	

- McCall, Margaret Birmingham, Ala.
A.M. (Birmingham Southern), History, Economics.
- McDonald, Addie Reade Littleton, N. C.
A.B. (Duke), Education.
- McDonald, Agnes Mae Paragould, Ark.
A.B. (Salem), Mathematics, Education.
- McDowall, Jack Winter Park, Fla.
B.S. (North Carolina State), Education, Psychology.
- McEwen, Noble Ralph Irondale, Ala.
A.B. (Birmingham), A.M. (Duke).
- McGinnis, Sarah Elizabeth Beckley, W. Va.
A.B. (Concord), English, Education.
- McGown, Romaine Agatha Fayetteville, Tenn.
A.B. (Bryson), Mathematics.
- McKay, Patsy Goldstone Durham, N. C.
A.B. (Duke), Education.
- McKee, John Anderson Georgetown, Del.
A.B. (University of Pennsylvania), Mathematics.
- McLendon, Dana Crosland Bennettsville, S. C.
A.B. (Presbyterian College), Education.
- McMillan, Montague Marion, S. C.
A.B. (Limestone), A.M. (George Washington).
- McNair, Agnes Douglas Patrick, S. C.
A.B. (Winthrop), Mathematics.
- McNair, Hallie Patrick, S. C.
A.B. (Winthrop).
- McRae, Luther Cecil Durham, N. C.
A.B., M.Ed. (Duke), Education.
- Madison, Blaine Mark Olin, N. C.
A.B. (High Point), English.
- Malcom, Virginia Vashti Jefferson City, Tenn.
A.B. (Maryville), Mathematics.
- Manning, John Eber Athens, Ga.
A.B. (University of Arkansas), German.
- Marks, William Bernelle Ashton, Md.
A.B. (William and Mary), Education.
- Marsh, Bertha Amelia Trenton, S. C.
A.B. (Columbia College), Education.
- Martin, Emily Bluefield, W. Va.
B.S. (University of West Virginia), Economics.
- Martin, Floyd Alexander Winston-Salem, N. C.
B.S. (University of North Carolina), Education.
- Martin, Isabel Durham, N. C.
A.B. (Duke), Education.
- Martin, Lelia Virginia Portsmouth, Va.
A.B. (Westhampton), Education, English.
- Martin, Thomas Leon Rosemary, N. C.
A.B. (Duke), English.
- Massey, Winston Lewis Chattanooga, Tenn.
A.B. (University of Chattanooga), Mathematics.
- Mattison, James Barmore Raleigh, N. C.
A.B. (Wake Forest), English.

Maxwell, Helen Mart	Huntington, W. Va.
A.B. (Marshall), Spanish	
Maxwell, William Hale	Huntington, W. Va.
A.B. (Marshall), A.M. (Columbia University), History, Education.	
May, William Henry	Durham, N. C.
A.B. (Duke), History, Education.	
Meier, Frederick William	New Orleans, La.
Ph.B. (University of Chicago), A.M. (Tulane), Psychology.	
Mellard, Hervie Harold	Quitman, Miss.
B.S. (Mississippi State), Education.	
Mewshaw, Erma Moore	Winston-Salem, N. C.
A.B. (Meredith), English.	
Meyer, Ambrose Eden	Jacksonville, Fla.
A.B. (Lebanon Valley), History, Education.	
Miles, James Russell	Kimball, W. Va.
A.B. (Emory & Henry), Mathematics.	
Miller, Lucile	Wytheville, Va.
A.B. (Emory & Henry), Education.	
Miller, Mabel Watson	Wytheville, Va.
A.B. (Duke), Education.	
Miller, Paul Robert	Mansfield, Pa.
B.S. (Mansfield State Teachers), Education.	
Miller, Robert Paul	Jonesboro, Ga.
A.B. (Erskine), Education.	
Miller, Warren Leonard	Mansfield, Pa.
B.S. (Mansfield State Teachers College), Education.	
Mishoe, Myrtle Lee	Greeleyville, S. C.
A.B. (Coker), Education.	
Moore, Agnes Jenkins	Durham, N. C.
A.B. (Atlantic Christian), English.	
Moore, Nancy Catherine	Roxboro, N. C.
A.B. (North Carolina College for Women), Education.	
Moore, Ollie	Boiling Springs, N. C.
A.B. (Limestone), Sociology, Religion.	
Moore, Roy	Belmont, N. C.
A.B. (Wofford), Economics.	
Moore, Troy Rozelle	Dandridge, Tenn.
A.B. (Carson-Newman), French.	
Morgan, Eben Cornelius	Winston-Salem, N. C.
A.B. (Duke), Education.	
Morrison, Marjorie Lee	Cleburne, Tex.
A.B. (Texas Womans College), English	
Moseley, Rolf Earl	Vienna, Ga.
Ph.B., M.S. (Emory), German, Mathematics.	
Mulholland, Elizabeth Faye	Durham, N. C.
A.B. (Duke).	
Murray, William Davis	Brooklyn, N. Y.
A.B. (Duke), Education.	
Nance, Jeannette A.	Asheville, N. C.
A.B. (Greensboro College), French.	
Neal, Berta Lee High	Henrietta, N. C.
A.B. (Duke), Education.	

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|--------------------------------------------------------------------------------|-------------------------|
| Neal, John Washington
A.B., A.M. (Duke), Mathematics, Education. | Durham, N. C. |
| Newhoff, Therisa Clara
A.B. (University of Kentucky), Economics, Education. | Versailles, Ky. |
| Nicholson, Waller Staples
A.B. (Guilford), Education. | Guilford College, N. C. |
| Noell, Adelaide Royall
A.B. (Duke), Education. | Durham, N. C. |
| Northcutt, Jewelle Rosalind
A.B. (Columbia), Latin, Education. | McFarlan, N. C. |
| O'Daniel, James Frederick
A.B. (Presbyterian), Physics, Education. | Clinton, S. C. |
| Ould, Carlton Lee
A.B. (Duke), Physics. | Roanoke, Va. |
| Pace, Ora Belle
A.B. (Elon). | Youngsville, N. C. |
| Parham, Edwin Thomas
A.B. (Wake Forest), Education, Religion. | Youngsville, N. C. |
| Parker, Lentz Kegley
B.S. (Virginia Polytechnic Institute), Education. | Pembroke, Va. |
| Parkhurst, Amos James
B.S. (Stetson), Education, Economics. | Greenville, S. C. |
| Paschall, Rosa Kittrell
A.B. (Elon), Education. | Manson, N. C. |
| Paul, Ouida Fay
A.B. (Womans College of Alabama), English. | Livingston, Ala. |
| Peacock, Helen Elizabeth
A.B. (Duke), Education, French. | Salisbury, N. C. |
| Peck, Alice Amanda
A.B. (Converse), Mathematics. | Whitney, S. C. |
| Peele, David Derrick
A.B., A.M. (Duke), Mathematics. | Columbia, S. C. |
| Perry, Haywood Arnold
A.B. (Duke), Education. | Durham, N. C. |
| Phillips, D. Turner
A.B. (Lenoir-Rhyne), Education. | Hickory, N. C. |
| Phillips, Edward Lindsey
A.B. (Duke), Economics, Education. | West Durham, N. C. |
| Planck, Carl Gustor
A.B. (Rose Polytechnic Institute), Education. | Haines City, Fla. |
| Plaster, Roger Glenn
A.B. (Lenoir-Rhyne), Mathematics. | Kannapolis, N. C. |
| Plemmons, William Howard
A.B. (Wake Forest), Education. | Asheville, N. C. |
| Pollitt, Joe Donald
A.B. (Marshall), English. | Huntington, W. Va. |
| Pou, Winnie Ruth
A.B. (Coker), English, Education. | Darlington, S. C. |
| Prater, Augustus Bordine
A.B. (Emory & Henry), Education, Economics. | Cedar Bluff, Va. |
| Pritchett, Leo Clutz
A.B. (Davidson), Education. | Banner Elk, N. C. |

Quillin, Reba	Gate City, Va.
A.B. (Emory & Henry), Education, English.	
Ramsey, Julia Emma	Banner Elk, N. C.
B.L. (Flora McDonald), English.	
Ray, Sara Jessie	Florence, S. C.
A.B. (Winthrop), History.	
Reagin, Grace Burton	Prosperity, S. C.
A.B. (Winthrop), Education.	
Reeves, Carl Walker	Fountain Inn, S. C.
B.S. (Citadel), Education.	
Reid, Robert Harding	Greenville, S. C.
A.B. (Davidson), History.	
Rhoades, Paul Hubbard	Albion, Pa.
B.S. (Alleghany), Education, Mathematics.	
Rice, Clinton Posey	Travelers Rest, S. C.
A.B. (Furman), Education.	
Rice, Ruth Smith	Bluefield, W. Va.
A.B. (Concord), English.	
Rimmer, Maude Ella	Bluefield, W. Va.
B.S. (Radford), Economics.	
Rivera, Rodolfo Osvaldo	Barraquitas, Porto Rico
A.B. (Duke), History.	
Roberts, Terry Lee	Chase City, Va.
A.B. (Hollins), English.	
Robinson, Boyd B.	Maiden, N. C.
A.B. (Duke), Psychology, Education.	
Rogers, Elizabeth Amanda	Mullins, S. C.
A.B. (Winthrop), Education.	
Rogers, Powell Burwell	Newport News, Va.
A.B. (William and Mary), English, Education.	
Rollins, Grace Dunlap	Kershaw, S. C.
A.B. (Winthrop), French.	
Sall, Helen Harriet	La Grange, Ga.
A.B. (Randolph-Macon), A.M. (University of Virginia), English.	
Sanford, Marshall Stanfield	Eldridge, Tenn.
A.B. (Lambuth), Religion.	
Scholz, Herbert, Jr.	Macon, N. C.
A.B. (University of North Carolina), Mathematics.	
Scott, John D.	Oxford, Fla.
B.S. (University of North Carolina), Education.	
Seawright, Richard Wilson	Hodges, S. C.
A.B. (Erskine), Education.	
Shannon, Edward McDaniel	Newberry, S. C.
A.B. (Erskine), Education.	
Sharp, Betty Jane	Miami, Fla.
A.B. (Maryville), Education, English.	
Shockley, Martin Staples	Stuart, Va.
A.B. (University of Richmond), German.	
Shuford, Norris Valentine	Lawndale, N. C.
A.B. (Duke), Economics.	
Sigmon, Hugh William	Newton, N. C.
A.B. (Lenoir-Rhyne), German.	

Siler, Nona	Elizabethton, Tenn.
A.B. (Georgetown), English.	
Simpson, Mary McNabb	Durham, N. C.
A.B. (Tusculum), English.	
Simpson, Ola Virginia	Durham, N. C.
A.B. (Duke), Education.	
Simpson, Robert Sisson	Ackerman, Miss.
A.B. (Millsaps), Economics.	
Smaw, Louise Augusta	Raleigh, N. C.
A.B. (Duke), Mathematics.	
Smith, Harry Otto	Woodsboro, Md.
A.B. (Western Maryland), Education.	
Smith, Hugh Preston	Wake Forest, N. C.
A.B. (Wake Forest), A.M. (Duke), Education, History.	
Smith, Mildred Priscilla	Branchville, Va.
A.B. (Farmville State Teachers), History.	
Smith, Pauline Duggan	Hawkinsville, Ga.
A.B. (Bessie Tift), English.	
Smith, Wilbur Franklin	Hawkinsville, Ga.
A.B. (Mercer), Education.	
Smoot, Kathryn	Bluefield, W. Va.
A.B. (West Virginia University), Economics, Education.	
Snyder, Cleadeth Virgil	Plainfield, Pa.
A.B. (Juniata), History, Education.	
Sowell, John Pierce	Diffie, Ga.
A.B. (Furman).	
Sparrow, Elizabeth	Wilmington, N. C.
B.S. (University of Virginia), Mathematics, Education.	
Spikes, Lewis Everett	Rutherfordton, N. C.
A.B. (Duke), Economics, Education.	
Spillman, Anna Catherine	Martinsburg, W. Va.
A.B. (Hood), Economics, Education.	
Stanbury, Walter Albert, Jr.	Durham, N. C.
A.B. (Duke), English.	
Starnes, Alvin Bradley	Mineral Springs, N. C.
A.B. (Duke), Education.	
Stearns, Mary Ruth	Kermit, W. Va.
A.B. (University of Louisville), A.M. (University of Colorado), English, Mathematics.	
Steele, Eva Belle	Catlette, Va.
B.S. (Marshall), Religion, Sociology.	
Stephens, Dean Temple	Beech Creek, Pa.
B.S. (Lafayette), Mathematics, Education.	
Stephens, Zerah Marie	Carrollton, Ga.
A.B. (Georgia State College for Women), English.	
Stone, Tecoa Elizabeth	Williamston, S. C.
A.B. (Winthrop), Mathematics, Education.	
Stradley, Paul Gill	Cumberland Gap, Tenn.
A.B. (Emory & Henry), Education.	
Strother, Melissa Adelle	Franklinton, N. C.
A.B. (Duke).	
Stuart, Charles Morgan	Coronaca, S. C.
A.B. (Wofford), Mathematics.	

- Suddath, Frank Kenner
A.B. (Emory & Henry), A.M. (Columbia), Sociology, Education. Sierra Blanca, Tex.
- Summers, Janice Meredith
A.B. (Columbia), Education. Snowville, Va.
- Sutton, Chester McKinley
A.B. (Guilford), A.M. (University of North Carolina), English. Augusta, Ga.
- Swanson, John Chester
A.B. (University of Richmond), A.M. (Duke), Mathematics. Durham, N. C.
- Swaringen, Roy Archibald
A.B. (Duke), Education. Thomasville, N. C.
- Sykes, Paul Greene
A.B. (Wake Forest), History. Durham, N. C.
- Tarte, Carrie Nancy
A.B. (Columbia College), Education. Fork, S. C.
- Taylor, David Alfred
A.B. (Lambuth), History, Education. Kerryville, Tenn.
- Taylor, Nancy Nettles
A.B. (North Carolina College for Women), English. Wilmington, N. C.
- Teague, Marvin Derussell
A.B. (Duke), Education. Siler City, N. C.
- Teasley, Mary Drucilla
A.B. (LaGrange), French. Bowman, Ga.
- Thomas, Marjorie Watkins
B.S. (Farmville State Teachers College), History, Education. South Hill, Va.
- Thomason, Cassie Lee
A.B. (Winthrop), Education. Greenville, S. C.
- Thomason, Ruth Alice
A.B. (Winthrop), Education. Greenville, S. C.
- Thompson, Arnold Chester
A.B. (Duke), Religion. Hillsboro, N. C.
- Thompson, Mark Edwin
B.S. (North Georgia Agricultural College), Education, Psychology. Dahlonega, Ga.
- Tillery, Doris Catherine
A.B. (Meredith), Mathematics. Scotland Neck, N. C.
- Tilley, Grace
A.B. (North Carolina College for Women), Education. Durham, N. C.
- Tilley, Mary Pauline
A.B. (Duke), Education. Durham, N. C.
- Todd, Vivienne Leonora
A.B. (Winthrop), Education. Simpsonville, S. C.
- Tower, Rose Frances
A.B. (Florida State Womans College), Spanish, Education. Homestead, Fla.
- Trexler, Dora May
A.B. (Converse), History. Spartanburg, S. C.
- Tribble, Louise
B.S. (Winthrop), Education. Anderson, S. C.
- Trueblood, Paul Graham
A.B. (Willamette University), English. Eugene, Oregon
- Truesdale, Edred
A.B. (University of South Carolina), History, Education. Kershaw, S. C.
- Turner, Anne
A.B. (University of Georgia), Latin. Dawson, Ga.

Turner, Glover Dyess	Utica, Miss.
B.S. (Middle Tennessee State Teachers), Education.	
Turner, Frances Swoope	New Smyrna, Fla.
B.S. (Florida State Woman's College), Psychology.	
Turner, George Edward, Jr.	New Smyrna, Fla.
A.B. (Clemson), Education.	
Turner, Jett Joseph	Leaksville, Miss.
B.S. (Mississippi Agricultural & Mechanical), Economics, Education.	
Turpin, Malcom Everett	Huntington, W. Va.
A.B. (Marshall), History.	
Vann, Mary Cinthya	Miami, Fla.
LL.B. (University of Miami), Sociology, Economics.	
Vermillion, Gertrude	Liberty, S. C.
B.S. (George Peabody), Chemistry, German.	
Vining, Morgan Fisher	Chapel Hill, N. C.
A.B. (University of Texas), English.	
Waite, Alex	Asheville, N. C.
A.B. (University of South Carolina), Psychology, Education.	
Walker, Virginia Mary	Whitney, Fla.
A.B. (Florida State College for Women), Education.	
Walston, Robert Edward	Conetoe, N. C.
A.B. (Duke), Religion.	
Walton, Leslie Hughes	Richmond, Va.
A.B. (University of Richmond), Education.	
Ward, Ellen Gunter	Durham, N. C.
A.B. (Duke), French, English.	
Warfield, Eugenia Elizabeth	Gaithersburg, Md.
A.B. (Maryland State Normal), Education.	
Warren, Linwood Allen	Durham, N. C.
A.B. (Duke), Education.	
Weaver, James Carlvn	Saxis, Va.
A.B. (Lynchburg), French.	
Weaver, Kathleen	Perry, Fla.
A.B. (Florida State), English, Education.	
Webster, Lina Ruth Vickers	Durham, N. C.
A.B. (Duke), Education.	
Welch, Jessie Fletcher	Clio, S. C.
B.S. (Columbia), Education.	
Welch, Sadie Elizabeth	Asheville, N. C.
A.B. (Greensboro College), Latin.	
West, Elizabeth Moody	Durham, N. C.
B.E. (Asheville Normal), Education.	
White, Joseph Benton	Centenary, S. C.
A.B. (Wofford), Education, Mathematics.	
Williams, Bettie Neal	Morehead City, N. C.
A.B. (North Carolina College for Women), German.	
Williams, Elizabeth Rose	Antreville, S. C.
A.M. (Erskine), French, English.	
Williams, Staton Pender	Robersonville, N. C.
A.B. (Duke), History.	
Williams, Welda Worth	Columbus, Ga.
A.B. (North Carolina College for Women), Education.	

Wilson, Dorothy Estelle	Durham, N. C.
A.B. (Duke), Psychology.	
Winstead, Huldah L. Hester	Roxboro, N. C.
A.B. (Greensboro College), Education.	
Woodward, John Floyd	Knightdale, N. C.
A.B. (Wake Forest), History, Education.	
Wooten, Maud	Chester, S. C.
A.B. (Chicora), Mathematics.	
Wright, Fannie Bessie	Lynchburg, Va.
A.B. (Lynchburg), A.M., B.S. (Columbia University), Education.	
York, Gladys	Carrollton, Miss.
A.B. (Grenada), Mathematics, Education.	
Zetterower, Myrtis Marion	Statesboro, Ga.
A.B. (Bessie Tift), Education.	
Zirkle, Mary Wisdom	Kingston, Tenn.
A.B. (Tusculum), Education.	

JUNALUSKA SUMMER SCHOOL OF 1931

Everett, William Walton	Bridgeport, Conn.
A.B., B.S.E., A.M. (Mercer), Botany.	
Francis, Horace Nelson	Waynesville, N. C.
B.S. (Wake Forest), Botany.	
Garrison, Albert L.	Big Stone Gap, Va.
A.B. (Asbury), Botany.	
Lea, Lucy B.	Memphis, Tenn.
B.S. (Teachers College, Normal, Tenn.), Botany.	
Miller, James Kyle	Holly Springs, Miss.
B.S. (Mississippi A. and M.), Botany.	
Philson, Paul James	Gaffney, S. C.
B.S. (Furman), Botany.	
Reeves, Joseph Amos	Fern Park, Fla.
A.B. (Bethany), M.Sc. (Ohio State), Botany.	
Robertson, Lora Lee	Paducah, Ky.
B.S. (University of Kentucky), Botany.	
Smith, Rose	Greer, S. C.
A.B. (Winthrop), Botany.	
Williams, Harold Fish	Ladysmith, Wis.
Ph.B. (University of Wisconsin), Botany.	

SUMMER OF 1931; SECOND TERM

Adams, Ruby Irene	Jacksonville, Fla.
A.B. (Florida State College), Education, History.	
Ader, Olin Blair	Winston-Salem, N. C.
A.B., A.M. (Duke), Mathematics.	
Addington, Conley Richmond	Gate City, Va.
B.S. (William and Mary), Economics.	
Alberson, Hazel Stewart	Washington, Iowa
A.B. (Monmouth), A.M. (Duke), French.	
Allen, Robert Ivey	DeLand, Fla.
B.S., M.S. (University of Georgia), Mathematics.	

Altwater, Frederick Vernon A.B. (Duke), Economics.	Denver, Colo.
Anderson, John David B.S. (College of Charleston), Economics.	Charleston, S. C.
Ashe, Alex Elisha A.B. (Duke), Education.	Durham, N. C.
Barber, Ruth Kearns A.B. (Duke), History.	Santa Fe, N. M.
Barger, Yewly Eugene, Jr. A.B. (University of Georgia), Education.	Springfield, Ga.
Barrett, Priscilla Dixon A.B. (Duke), English.	Durham, N. C.
Bateman, Eva Mae A.B. (East Carolina Teachers College), History.	New Bern, N. C.
Beavers, Hallie A.B. (North Carolina College for Women), Mathematics, Education.	Siler City, N. C.
Bird, Carl Orlando A.B. (Susquehanna), Education.	Milroy, Pa.
Blanchard, Mary Emma A.B. (Bessie Tift), Education.	Augusta, Ga.
Boggs, Mary Amber A.B. (Greenville Womans College), Latin.	Liberty, S. C.
Bond, Wita Avis A.B. (East Carolina Teachers College), Education, Mathematics.	Rocky Mount, N. C.
Brant, George Ezekiel A.B. (University of South Carolina), Mathematics.	Bamberg, S. C.
Bridgers, Arthur Dooley A.B. (Duke), Education.	Raleigh, N. C.
Brinson, Pearl Leola A.B. (Duke), French.	Morehead City, N. C.
Brintle, Joe Howard A.B. (Duke), Education.	White Plains, N. C.
Brooks, Onnie Estus A.B. (Marshall), Economics, History.	Pineville, W. Va.
Brown, Rosalyn Askew A.B. (Shorter), Education.	Newnan, Ga.
Bryan, William Alfred A.B. (College of Charleston), English.	Sumter, S. C.
Bull, Virginia Anne A.B. (Wesleyan), History.	Atlanta, Ga.
Burnside, Maurice Gwinn B.S. (Furman), M.S. (University of Texas), Economics.	Columbia, S. C.
Calhoun, Robert Lyon B.S. (Millsaps), Economics, History.	Mt. Olive, Miss.
Carpenter, Elsie Lee A.B. (Duke), Economics.	Durham, N. C.
Carter, Roland DeBurke A.B. (Lincoln Memorial), Education, English.	Spring Place, Ga.
Christian, Janet B.S. (Georgia State College for Women), Education.	Milledgeville, Ga.
Colclough, Madge Hazel A.B. (Duke), Education.	Durham, N. C.

Cothran, Elizabeth Lloyd A.B. (Duke), English.	Timberlake, N. C.
Cotten, Nell A.B. (Mississippi Womans College), Mathematics.	Asheville, N. C.
Dance, Willis Lufkin A.B. (Mercer), English.	Eatonton, Ga.
Daniels, Archie Shields A.B. (Duke), Education.	Draper, N. C.
Dean, Charles Wesley, Jr. A.B. (Emory & Henry), Mathematics.	Tazewell, Va.
Denny, Mary Rebecca A.B. (Salem), English.	Red Springs, N. C.
de Treville, Catherine A.B. (Winthrop), History.	Walterboro, S. C.
de Treville, Marie Louise A.B. (Winthrop), Education.	Walterboro, S. C.
Dillon, Conley Hall A.B. (Marshall), Economics, History.	Huntington, W. Va.
Doggett, Sara Ruth A.B. (Brenau), Education, French.	Forest City, N. C.
Dorrah, Carrie Neal A.B. (Georgia State College for Women), English.	Pine Log, Ga.
Douglas, Norman A.B. (Baylor), Education.	Runge, Tex.
Dowd, Rozzelle Edward A.B. (Duke), Education.	Dunn, N. C.
Du Vernet, Grace Neville A.B. (Erskine), French.	Greenville, S. C.
Eggers, Graydon Poe A.B. (Duke), English.	Boone, N. C.
Espy, Gladys A.B. (Mercer), Education.	Moultrie, Ga.
Felts, Carl Monroe A.B. (Emory & Henry), Education.	Galax, Va.
Fitzgerald, John Dean A.B. (Duke), Chemistry.	Linwood, N. C.
Florence, George Eslie, Jr. B.S. (University of Georgia), Education.	Milledgeville, Ga.
Foster, Blandina Arra A.B. (Albright), English, Education.	Pottsville, Pa.
Francis, Luther Edgar A.B. (Guilford), English.	Francisco, N. C.
Garrison, Albert Lee A.B. (Asbury), Education.	Big Stone Gap, Va.
Girvan, Margaret Leah A.B. (Pennsylvania State), Education.	Nanticoke, Pa.
Glenn, Vivian Eugene A.B. (Wofford), Education.	Jenkinsville, S. C.
Glick, Rudolph Alfred A.B. (Bridgewater), Mathematics.	Mt. Crawford, Va.
Godfrey, Roy Burchett B.S. (Wake Forest), History.	Camden, N. C.

- Gravely, Paul Edwin
A.B., A.M. (University of South Carolina), Mathematics.
- Gray, Elizabeth Camille
A.B. (Duke), English.
- Gurley, Sarah Missouria
A.B. (East Carolina Teachers College), Education.
- Haley, Georgia
A.B. (La Grange), A.M. (University of Georgia), Education.
- Hall, Emogene
B.S. (Georgia State College for Women), Education.
- Halsall, Earl Buggle
A.B. (College of Charleston), Chemistry.
- Haltiwanger, Robert Sydney
B.S. (Davidson), Economics, Education.
- Hammett, Julius Erwin
A.B. (Furman), Education, History.
- Hankins, William Tribble
B.S. (Millsaps), Mathematics.
- Harker, William Elmer
B.S. (Southern), Education.
- Harrington, Annie Mae
B.S. (Radford), Mathematics.
- Harton, Benjamin Love
A.B. (Hendrix), M.Ed. (Duke), Education.
- Harvey, Pearl
A.B. (Winthrop), A.M. (University of Virginia), Education.
- Henderson, Grace
A.B. (Flora McDonald), Latin, Education.
- Henson, Eleanor Elizabeth
A.B. (University of West Virginia), Education.
- Hertz, John Joseph
B.S. (Mansfield State Teachers), Education.
- Hoban, Charles Francis, Jr.
PhB. (Dickinson), A.M. (Duke), Education.
- Hodges, Wiley Edward
B.S. (Roanoke), A.M. (Duke), Education, Economics.
- Hood, Edward Pierce
B.S., M.S. (University of Alabama), Chemistry.
- Hook, Marshall Ward
A.B. (Elon), Mathematics.
- Horne, Connie Mae
A.B. (Meredith), A.M. (Columbia), French.
- House, James Harwell, Jr.
Ph.B. (Emory), History.
- Howe, Jessie Lee Blackman
A.B. (Winthrop), Education.
- Huffstetler, Juanita Elizabeth
A.B. (Florida State), Education.
- Hughes, Elizabeth Margaret
B.S. (Flora McDonald), Education.
- Hunter, Minnie Gilliland
A.B. (Bethany), A.M. (Duke), French.
- Pickens, S. C.
- Durham, N. C.
- Goldsboro, N. C.
- Elberton, Ga.
- Milledgeville, Ga.
- Charleston, S. C.
- Winston-Salem, N. C.
- Cowpens, S. C.
- Maben, Miss.
- Plant City, Fla.
- Comers Rock, Va.
- Conway, Ark.
- Summerville, S. C.
- Monroe, N. C.
- Bunker Hill, W. Va.
- Elkland, Pa.
- Harrisburg, Pa.
- Blountville, Tenn.
- Birmingham, Ala.
- Elon College, N. C.
- Monroe, N. C.
- Valdosta, Ga.
- Jacksonville, Fla.
- Miami, Fla.
- Cedar Grove, N. C.
- Elon College, N. C.

Jefferson, Francis Augustus A.B. (Atlantic Christian), Education.	Wilson, N. C.
Jefferson, Mabel Amerson A.B. (Atlantic Christian), Education.	Wilson, N. C.
Johnson, Walter Myatt B.E. (North Carolina State), Education.	Bahama, N. C.
Jordan, Martha Robertson A.B. (Hollins), English.	Greenville, S. C.
Kelley, Rhoda Athaleena A.B. (Duke), English, Education.	Durham, N. C.
King, Emily Barton A.B. (Converse), French.	Spartanburg, S. C.
Lecrone, Arthur Eugene A.B. (Susquehanna), Economics, Psychology.	Dallastown, Pa.
Lecrone, Elizabeth Hurst A.B. (Bucknell), Education, Mathematics.	Wilmington, Del.
Lecrone, Ellis Krout A.B. (Susquehanna), Education.	Wilmington, Del.
LeRoy, Hester Franklin A.B. (Mercer), Latin, English.	Clay Hill, Ga.
Long, Sally Welch A.B. (Morris Harvey), English, History.	Barboursville, W. Va.
Lynch, Robert Allen A.B. (Arkansas State Teachers), Education.	Tyronza, Ark.
Lynch, Willia White A.B. (Arkansas State Teachers), Education.	Tyronza, Ark.
McCain, John Walker A.B. (Newberry), A.M. (University of North Carolina).	Rock Hill, S. C.
McDonald, Agnes Mae A.B. (Salem), Mathematics.	Winston-Salem, N. C.
McEwen, Noble Ralph A.B. (Birmingham Southern), A.M. (Duke).	Irondale, Ala.
McMillan, Montague A.B. (Limestone), A.M. (George Washington), English.	Marion, S. C.
McNair, Agnes Douglas A.B. (Winthrop), Mathematics.	Patrick, S. C.
McNair, Hallie A.B. (Winthrop) English.	Patrick, S. C.
Madison, Blaine Mark A.B. (High Point), English, History.	Olin, N. C.
Marks, William Bernette A.B. (William and Mary), Education.	Ashton, Md.
Martin, Lelia Virginia A.B. (Westhampton), Education.	Portsmouth, Va.
Martin, Isabel A.B. (Duke), English.	Durham, N. C.
Martin, Thomas Leon A.B. (Duke), Education.	Durham, N. C.
Massey, Winston Louis A.B. (University of Chattanooga), Mathematics.	Chattanooga, Tenn.
Mattison, James Barmore A.B. (Wake Forest), English.	Raleigh, N. C.

- May, William Henry
A.B. (Duke), Education, History. Durham, N. C.
- Mewshaw, Erma Moore
A.B. (Meredith), English. Winston-Salem, N. C.
- Meyer, Ambrose Eden
A.B. (Lebanon Valley), Education, History. Jacksonville, Fla.
- Miles, James Russell
A.B. (Emory & Henry), Mathematics. Kimball, W. Va.
- Miller, Robert Edward
A.B. (Erskine), Education, History. Hodges, S. C.
- Moore, Albertine
A.B. (Winthrop), English. Heath Springs, S. C.
- Moore, John Watson
A.B. (Davidson), Education. Winston-Salem, N. C.
- Moore, Mary Emma
A.B. (Winthrop), Economics. Heath Springs, S. C.
- Moore, Troy Rozzelle
A.B. (Carson Newman), French. Dandridge, Tenn.
- Mosely, Rolf Earl
M.S. (Emory), German, Mathematics. Vienna, Ga.
- Mulholland, Elizabeth Faye
A.B. (Duke), Mathematics. Durham, N. C.
- Newsom, Mary Etta
B.S. (Millsaps), Education, Mathematics. Jackson, Miss.
- Nicholson, Waller Staples
A.B. (Guilford), Education. Guilford College, N. C.
- Norris, Georgia Elizabeth
B.S. (Farmville State Teachers), A.M. (University of South Carolina), Education. Columbia, S. C.
- Norton, William Randolph
A.B. (Lynchburg), Education, History. Deltaville, Va.
- O'Daniel, James Frederick
A.B. (Presbyterian), Chemistry. Clinton, S. C.
- Parkhurst, Amos James
B.S. (Stetson), Education. Greenville, S. C.
- Payne, Sloan Waller
B.S. (Wake Forest), Education. Taylorsville, N. C.
- Peck, Alice Amanda
A.B. (Converse), Mathematics. Whitney, S. C.
- Peele, David Derrick
A.B., A.M. (Duke), Mathematics. Columbia, S. C.
- Perry, Haywood Arnold
A.B. (Duke), Economics, Education. Durham, N. C.
- Phillips, Albert Rufus
A.B. (Wake Forest), Th.M. (Southern Baptist Theological Seminary), Education. Dalton, N. C.
- Phillips, Edward Lindsay
A.B. (Duke), Economics. Durham, N. C.
- Phillips, Lillian
A.B. (La Grange), Education. Chipley, Ga.
- Plaster, Roger Glenn
A.B. (Lenoir-Rhyne), Mathematics. Kannapolis, N. C.

Plemmons, William Howard	Asheville, N. C.
A.B. (Wake Forest).	
Pollitt, Joe Donald	Huntington, W. Va.
A.B. (Marshall), English.	
Poteat, Mary	Marion, N. C.
A.B. (North Carolina College for Women), A.M. (Columbia), German.	
Prater, Augustus Bordine	Cedar Bluff, Va.
A.B. (Emory & Henry), Economics.	
Pritchett, Leo Klutz	Banner Elk, N. C.
A.B. (Davidson), Education.	
Ramsey, Julia Emma	Banner Elk, N. C.
B.L. (Flora McDonald), English, Education.	
Ray, Claude Elbert	Milledgeville, Ga.
B.S. (Clemson), Education.	
Ray, Sara Jessie	Florence, S. C.
A.B. (Winthrop), History.	
Reeves, Carl Walker	Fountain Inn, S. C.
B.S. (Citadel), A.M. (Columbia), English.	
Reeves, William Thomas	Lake Junaluska, N. C.
A.B. (Citadel), History, Economics.	
Rice, Ruth Smith	Bluefield, W. Va.
A.B. (Concord), English.	
Rimmer, Maude Ella	Bluefield, W. Va.
B.S. (Radford State Teachers), History.	
Roberts, Daisy Mae	Charleston, S. C.
A.B. (College of Charleston), Education, English.	
Robinson, Boyd B.	Maiden, N. C.
A.B. (Duke).	
Rogers, Powell Burwell	Newport News, Va.
A.B. (William and Mary), English, Education.	
Schmidt, Fred Jacob	Bernharts, Pa.
A.B. (Dickinson), Education.	
Seigler, Milledge Broadus	Batesburg, S. C.
A.B. (Furman), English.	
Shockley, Martin Staples	Stuart, Va.
A.B. (University of Richmond), English.	
Simpson, Robert Sisson	Ackerman, Miss.
A.B. (Millsaps), Economics, History.	
Sims, Clara Mabel	Florence, Ala.
B.S. (University of Alabama), Education.	
Smith, Harry Otto	Woodsboro, Md.
A.B. (Western Maryland), Education.	
Smith, Pauline Duggan	Durham, N. C.
A.B. (Bessie Tift), English, Education.	
Smith, Wilbur Franklin	Hawkinsville, Ga.
A.B. (Mercer), Education.	
Souder, Laura Katherine	Gaithersburg, Md.
A.B. (George Washington), Chemistry.	
Spikes, Lewis Everett	Rutherfordton, N. C.
A.B. (Duke), Education.	
Stanton, Tessa	Clio, S. C.
A.B. (Lander), Education.	

- Steele, Eva Belle
B.S. (Peabody), Education. Catlette, Va.
- Stone, Tecoa Elizabeth
A.B. (Winthrop), Education. Williamston, S. C.
- Stowe, David Henry
A.B. (Duke), Education. Lynchburg, Va.
- Stradley, Paul Gill
A.B. (Emory & Henry), History. Cumberland Gap, Tenn.
- Stradley, Reese Gillespie
B.S. (Emory & Henry), Mathematics, Education. Norton, Va.
- Stuart, Charles Morgan
A.B. (Wofford), Mathematics, Education. Coronaca, S. C.
- Sutton, Chester McKinley
A.B. (Haverford), A.M. (University of North Carolina), English. Augusta, Ga.
- Swaringen, Roy Archibald
A.B. (Duke), Education, Economics. Thomasville, N. C.
- Tiedeman, Edward George
A.B. (College of City of New York), Education, English. Brooklyn, N. Y.
- Trexler, Dora May
A.B. (Converse), History. Spartanburg, S. C.
- Truesdale, Edred
A.B. (University of South Carolina), Education. Kershaw, S. C.
- Twaddell, Vera Carr
A.B. (Duke). Durham, N. C.
- Usher, George Ephraim
A.B., A.M. (University of Georgia), Education. Homerville, Ga.
- Utley, Charles Houston
A.M., LL.B. (Wake Forest), Education, Psychology. Durham, N. C.
- Vining, Morgan F.
A.B., LL.B. (University of Texas), Education. Chapel Hill, N. C.
- Waite, Alex
A.B. (University of South Carolina), Education, Psychology. Asheville, N. C.
- Ward, Ellen Gunter
A.B. (Duke), English. Durham, N. C.
- Warren, Linwood Allen
A.B. (Duke), Education. Durham, N. C.
- Welch, Sadie Elizabeth
A.B. (Greensboro College), Latin. Asheville, N. C.
- Wildman, Edith Grace
A.B. (Flora McDonald), Education. Thomasville, Ga.
- White, Joseph Benton
A.B. (Wofford), Education. Centenary, S. C.
- Wilkinson, Lillie Mae Stanford
A.B. (Duke), Education. Durham, N. C.
- Williams, Bettie Neal
A.B. (North Carolina College for Women), Education. Morehead City, N. C.
- Wilson, Nellie Gray
A.B. (Duke), Education, Psychology. Oxford, N. C.
- Wooten, Maud
A.B. (Chicora), Mathematics. Chester, S. C.
- York, Gladys
A.B. (Grenada), Mathematics, Education. Carrollton, Miss.

DUKE UNIVERSITY
THE SCHOOL OF LAW

FIRST YEAR CLASS

Allen, R. T., Jr. B.A., Tusculum College, 1931.	Chapel Hill, N. C.
Angell, William Sheppard A.B., Knox College, 1931.	Hamilton, Illinois
Armfield, Joseph H., Jr. A.B., Duke University, 1931.	Greensboro, N. C.
Auten, Joseph L. A.B., Erskine College, 1931.	Huntersville, N. C.
Corbett, Kenneth Clay B.A., Central College, 1929.	Nevada, Missouri
Cotton, Albert Henry B.A., Duke University, 1930.	Durham, N. C.
Day, William A. Duke University, 1928-31.	Bradenton, Fla.
Eatmon, William G. Duke University, 1927-30.	Rocky Mount, N. C.
Finley, Robert C. A.B., Duke University, 1930.	Asheville, N. C.
Gabbert, John Gordon A.B., Occidental College, 1931.	Riverside, Cal.
Goodman, Louis Graduate, U. S. Naval Academy, 1922.	Durham, N. C.
Haworth, Byron A. A.B., Guilford College, 1928.	Burlington, N. C.
Heefner, E. S., Jr. A.B., Davidson College, 1930.	Winston-Salem, N. C.
Honeycutt, Alden P. A.B., Duke University, 1931.	Burnsville, N. C.
Marquis, Richard S. A.B., Westminster College, 1931.	New Castle, Pa.
Marshall, Alan A. A.B., University of North Carolina.	Wilmington, N. C.
Martin, William Southgate A.B., Duke University, 1931.	Wilmington, N. C.
Mason, William Alexander B.S., Davidson College, 1931.	Belmont, N. C.
Miller, Charles H. A.B., Duke University, 1928.	Salisbury, N. C.
Murphy, Charles S. A.B., Duke University, 1931.	Wallace, N. C.
Neese, Kermit L. A.B., Catawba College, 1930.	Burlington, N. C.
Perkins, Lila Cross Duke University, 1927-30.	Durham, N. C.
Perrow, M. G., Jr. A.B., Washington and Lee, 1930.	Lynchburg, Va.
Roberson, Paul D. Candidate for A.B., Duke University, 1932.	Robersonville, N. C.
Sanders, Paul H. A.B., Austin College, 1931.	Sherman, Texas

Seaks, Robert G. A.B., Gettysburg College, 1931.	Harrisburg, Pa.
Sington, Frederic William B.A., University of Alabama, 1931.	Birmingham, Ala.
Taylor, Jeta A.B., Hendrix-Henderson College, 1930.	Charleston, Ark.
Tucker, Lawrence A. B.A., Dartmouth, 1931.	Hampton Beach, N. H.
Upchurch, Walter M., Jr. A.B., Duke University, 1931.	Raleigh, N. C.
Vinson, Edward R. A.B., Emory University, 1931.	Byron, Ga.
Whitson, Joseph M. A.B., Birmingham-Southern College, 1931.	Birmingham, Ala.
Wilder, Stanley V. A.B., Wittenberg College, 1931.	Niles, Ohio
Wilson, Samuel Allen A.B., Presbyterian College, 1928.	Abbeville, S. C.

SECOND YEAR CLASS

Bost, E. T., Jr. Graduate, The Collegiate Institute, 1930.	Concord, N. C.
Carson, Crawford H. B.A., Hampden-Sydney College, 1930.	Appomattox, Va.
Coie, J. Paul B.A., Washington State College, 1930.	Pullman, Wash.
Gibbs, C. B. A.B., College of Charleston, 1930.	Charleston, S. C.
Glanz, Arthur Henry B.A., Beloit College, 1930.	Durham, N. C.
*Goodman, Arthur Portsmouth High School (Virginia).	Durham, N. C.
Hanes, John Chisman A.B., Duke University, 1930. Harvard Law School, 1930-31.	Pine Hall, N. C.
Herring, Norman B.S., University of Arizona, 1930. University of Arizona Law School, 1930-31.	Glendale, Arizona
Howland, W. F., Jr. A.B., Duke University, 1930.	Henderson, N. C.
Klein, Sylvan St. John's College, 1928-30.	Salem, New Jersey
Knight, Alton J. A.B., Duke University, 1926.	Durham, N. C.
LaGrange, Richard L. A.B., Franklin College, 1930.	Franklin, Ind.
Lassiter, W. C. B.A., Duke University, 1930.	Smithfield, N. C.
Mansfield, Bruce A.B., Kenyon College, 1930.	Canton, Ohio
McGuire, W. B., Jr. A.B., Davidson College, 1930.	Franklin, N. C.

* Special Student.

Myers, Elliott E. A.B., Marshall College, 1930.	Ironton, Ohio
Perkins, Ray A.B., Duke University, 1930.	Concord, N. H.
Reynolds, Rufus W. A.B., Duke University, 1930.	Hemp, N. C.
Seligson, Stanley L. B.S., University of North Carolina, 1929.	Raleigh, N. C.
Shawkey, Leonard A.B., Marshall College, 1930.	Huntington, W. Va.
Shull, J. Malcolm A.B., Carson-Newman College, 1930.	Neva, Tenn.
Thornton, Thomas Spruill A.B., Duke University, 1929.	Winston-Salem, N. C.
Winstead, S. G., Jr. A.B., University of North Carolina, 1930.	Roxboro, N. C.

THIRD YEAR CLASS

Burton, C. Vernon, Jr. Duke University, 1928-30.	Norfolk, Va.
Carruthers, Joseph T., Jr. A.B., Duke University, 1929.	Greensboro, N. C.
Davis, Lee F. Duke University, 1926-30.	Waynesville, N. C.
Horton, James Everett Duke University, 1927-29.	Durham, N. C.
Edwards, Mark Duke University, 1927-29.	Asheville, N. C.
Nail, Lonnie E. A.B., Duke University, 1927.	Winston-Salem, N. C.
Newton, Nathan B. University of Virginia. Columbia University.	Greenville, S. C.
Nicks, Samuel Freeman, Jr. A.B., Duke University, 1929.	Roxboro, N. C.
Ray, Jeter S. A.B., University of Tennessee, 1930.	Newport, Tenn.
Robbins, Henry H. Duke University, 1926-28. Lenoir Rhyne, 1928-29. University of Colorado Law School, first semester, 1931-32.	Cliffside, N. C.
Sanders, George W. Duke University, 1926-30.	Asheville, N. C.
Scott, C. G. A.B., Duke University, 1924.	Durham, N. C.
Simon, William A., Jr. Duke University, 1927-30.	Wilmington, N. C.
Swift, C. David Duke University, 1927-29.	Greensboro, N. C.
Ward, Mitchell E., Jr. B.A., Millsaps College, 1930.	Jackson, Mississippi
Wilson, J. Berkley A.B., Simpson College, 1929.	Indianola, Iowa

GRADUATE STUDENTS IN LAW

Dean, Gordan Evans	Durham, N. C.
A.B., University of Redlands, 1927.	
J.D., University of Southern California, 1930.	
Everett, Henry Lawrence	Brevard, N. C.
LL.B., Boston University Law School, 1923.	
Van Ness, Stephen Austin	Bronxville, N. Y.
B.A., Vanderbilt University, 1912.	
LL.B., Vanderbilt University, 1912.	

INSTITUTIONS REPRESENTED

Austin College	Marshall College
Beloit College	Millsaps College
Birmingham-Southern College	Occidental College
Boston University	Presbyterian College
Carson-Newman College	Simpson College
Catawba College	St. John's College
Central College	The Collegiate Institute
College of Charleston	Tusculum College
Columbia University	University of Alabama
Dartmouth College	University of Arizona
Davidson College	University of North Carolina
Duke University	University of Redlands
Emory University	University of So. California
Erskine College	University of Tennessee
Franklin College	University of Virginia
Gettysburg College	United States Naval Academy
Guilford College	Vanderbilt University
Hampden-Sidney College	Washington and Lee University
Hendrix-Henderson College	Washington State College
Kenyon College	Westminster College
Knox College	Wittenberg College
Lenoir Rhyne College	Total, 43.

STATES REPRESENTED

Alabama, Arizona, Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, Washington, West Virginia. Total, 23.

THE SCHOOL OF MEDICINE

FIRST YEAR STUDENTS

Baker, J. Sam University of Southern California.	Huntington Park, Calif.
Brian, Earl Winfrey Duke University.	Camden, Ark.
Buirge, Arthur Raymond E. Drake University; Duke University.	Mason City, Iowa
Cobey, Milton Carpinter Amherst College.	Frostburg, Md.
Cree, Maurie Bertram Wake Forest College.	Beaufort, N. C.
Devine, John William, Jr. Washington and Lee University.	Lynchburg, Va.
Ellis, Ruth Carolyn University of Michigan.	Lansing, Mich.
Evans, Raymond L. Wake Forest College.	Edenton, N. C.
Finch, Alvis Dare Rutherford College; Duke University.	Detroit, Mich.
Fitzgerald, Charles Edmond Wake Forest College; Duke University.	Wilson, N. C.
Fitzgerald, John Dean Duke University.	Linwood, N. C.
Forbes, John Stewart, Jr. Duke University.	Newark, N. J.
Fulp, James Francis Vanderbilt University; Duke University.	Kernersville, N. C.
Fuqua, Ben Henslee University of Florida.	Palmetto, Fla.
Genge, Cole D. Rippon College; Stanford University.	Green Lake, Wis.
Gorfain, Abner New York University; University of North Carolina.	Flushing, L. I., N. Y.
Hare, Robert Albert Ohio State University.	Engelwood, N. J.
Hicks, William Revill Kenyon College; St. Andrew's University, Scotland; Columbia University.	Yonkers, N. Y.
Holmes, George Wallace Duke University.	Jamaica, N. Y.
Holtz, Harry Meyer Ohio State University; Columbia University; Duke University.	Newark, N. J.
Jenkins, Raymond Taylor University of North Carolina.	Kinston, N. C.
Joyner, Austin Louis Millsaps College; Tulane University.	New Orleans, La.

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| Kennon, Beverley R., III
University of Virginia; College of William & Mary. | Norfolk, Va. |
| Leach, Charles Edward
Johns Hopkins University; Duke University. | Baltimore, Md. |
| Lester, David Washington
University of Wichita. | Wichita, Kan. |
| Mackler, Helen Elizabeth
University of California. | Berkley, Cal. |
| Massengill, George Kemp, Jr.
Duke University. | Raleigh, N. C. |
| McLawhorn, Bernyrd Carlisle
Furman University. | Greenville, S. C. |
| Mesh, Harry Theodore
Duke University. | New York, N. Y. |
| Miller, Ben Neely
Duke University. | Hickory Grove, N. C. |
| Mullen, Robert McGee, II
University of Pittsburgh. | Windber, Pa. |
| Munroe, Henry Stokes, Jr.
Davidson College. | Charlotte, N. C. |
| Neumaier, Arthur
Columbia University. | Berlin, Germany |
| Novotny, Walter
New York University. | New York, N. Y. |
| Ould, Carlton Lee
Roanoke College; Duke University. | Roanoke, Va. |
| Owen, Henry Blumer
Emory University; Tulane University. | Key West, Fla. |
| Owens, Francis Leroy
University of Pittsburgh. | Cresson, Pa. |
| Pachman, Daniel Jack
New York University; University of North Carolina. | Brooklyn, N. Y. |
| Peters, Kash Stanley
University of Pittsburgh. | Nanticoke, Pa. |
| Preston, John Fairman, Jr.
Davidson College. | Soonchun, Korea, Asia |
| Pudenz, Robert Harry
University of Dayton. | Cincinnati, Ohio |
| Query, Richard Zimri, Jr.
Davidson College; University of North Carolina. | Charlotte, N. C. |
| Ralston, Raymond H.
State Teachers College; Geneva College. | Keisters, Pa. |
| Randolph, Edith
Meredith College; N. C. State College. | Raleigh, N. C. |
| Robinson, Frank Hurd, Jr.
University of Michigan. | Hornell, N. Y. |

Rucker, Edwin Macrae Randolph-Macon College.	Richmond, Va.
Saxe, Louis John John Carroll University; Duke University.	Durham, N. C.
Scadron, Eugene Nestor Dartmouth College; Yale University.	New York, N. Y.
Schmidt, Ralph Ernest University of Pittsburgh.	Wesleyville, Pa.
Scholpp, Sylvan Strong Yale University; University of Chicago.	Hutchinson, Minn.
Sharpe, Walter Eugene, Jr. Duke University.	Burlington, N. C.
Siegel, Irving Michael Lehigh University.	New York, N. Y.
Smith, John Goodrich University of North Carolina.	Scotland Neck, N. C.
Stayer, Glenn Emory University of Pittsburgh; Columbia University.	Tampa, Fla.
Stith, Robert Boyd, Jr. Duke University.	Mullins, S. C.
Tannenbaum, Abraham Jack Ohio State University; Duke University.	Paterson, N. J.
Tomlinson, Wray Joseph Washington College.	Georgetown, Md.
Tyson, Woodrow Wilson Duke University.	Mebane, N. C.
Vunk, Hudson Raymond College of Charleston.	Sumter, S. C.
Wesson, Thomas W. University of Mississippi.	Saltillo, Miss. —
Wharton, Watson, III Davidson College; University of North Carolina.	Smithfield, N. C.
White, Millard Brown University of Florida; Duke University.	Bradenton, Fla.
Wirth, William Joseph Lafayette College.	Allentown, Pa.

SECOND YEAR STUDENTS

Baker, Lenox Dial University of Tennessee; University of North Carolina.	Texarkana, Tex.
Barnum, Theodore Nelson University of Michigan; Michigan State College.	Lansing, Mich.
Blocksom, Berget Henri, Jr. Indiana University; University of Michigan.	Michigan City, Ind.
Boyce, Oren Douglas University of North Carolina.	Poll-ton N. C.

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|-----------------------------------------------------------------------------------------|--------------------|
| Bridges, Jacob Hal | Lattimore, N. C. |
| Wake Forest College; Duke University. | |
| Brooks, Ernest Bruce | Durham, N. C. |
| Duke University. | |
| Burwell, John C., Jr. | Warrenton, N. C. |
| Duke University; Harvard University. | |
| Cherry, James Henderson | Asheville, N. C. |
| Mars Hill College. | |
| Dinin, Benjamin George | Brooklyn, N. Y. |
| New York University; University of Alabama. | |
| Easley, Eleanor Beamer | Durham, N. C. |
| University of Idaho; University of Iowa; George Peabody College; Vanderbilt University. | |
| Farmer, William Dempsey | Bailey, N. C. |
| Duke University. | |
| Fortescue, William Nicholas | Scranton, N. C. |
| Duke University. | |
| Frazer, William Penn | Orange, Va. |
| Richmond College. | |
| Freeman, Gustave | Athens, Ga. |
| University of Georgia; Brown University; Columbia University. | |
| Gatte, Peter Harold | Youngstown, Ohio |
| Ohio University. | |
| Godwin, Richard Hobart | Brooklyn, N. Y. |
| New York University; Duke University; University of Illinois. | |
| Graves, Robert Williams | Rome, Ga. |
| Davidson College; Princeton University. | |
| Hutchison, Jay Leonard | Huntington, W. Va. |
| Marshall College. | |
| Jeffreys, Everett Osbourne | Morgantown, W. Va. |
| West Virginia University. | |
| Jones, Clarence Porter, Jr. | Newport News, Va. |
| College of William & Mary. | |
| Jones, Julia Mary | Dayton, Ohio |
| Dennison University; Ohio State University. | |
| Joyner, Rayburn Nelson | Canton, N. C. |
| Wake Forest College. | |
| Keith, Theodore Roosevelt | Currie, N. C. |
| University of North Carolina. | |
| Mahl, George Kenneth | Ironton, Ohio |
| Ohio State University; Duke University. | |
| Margolin, Samuel J. | Brooklyn, N. Y. |
| Duke University. | |
| McMillan, Robert Lindsay | Charlotte, N. C. |
| Davidson College; University of North Carolina. | |
| Mikell, Robert Felton | Deland, Fla. |
| John B. Stetson University; University of Georgia. | |

Mitchell, Donald William Georgetown University.	Stamford, Conn.
Mitchell, Reginald Henry Georgetown University; George Washington University.	Stamford, Conn.
Parker, Edward Frost, Jr. University of South Carolina.	Charleston, S. C.
Pillemer, Louie Ohio State University; Marshall College.	Ashland, Ky.
Plyler, Marion Timothy, Jr. North Carolina State College; Duke University.	Durham, N. C.
Reque, Paul Gerhard Duke University.	Brooklyn, N. Y.
Ricks, Benjamin Franklin Wake Forest College.	Conway, N. C.
Roberts, Louis Carroll Davidson College.	Shelby, N. C.
Ruby, Nathan New York University; University of Virginia.	Newark, N. J.
Snyder, John Ellsbury Marshall College.	Ironton, Ohio
Stephenson, Bennette E., Jr. Duke University.	Weldon, N. C.
Strickland, Benjamin A., Jr. Mars Hill College; Wake Forest College.	Whitakers, N. C.
Taylor, Waller Littlepage, Jr. Duke University.	Stovall, N. C.
Willard, Cecilia Young Flora Macdonald College; University of Virginia; Lenoir-Rhyne College.	Hickory, N. C.
Williams, Jarrett Earl Emory & Henry College.	Alvin, Texas
Wilson, James Raymond University of Alabama; Harvard College.	North Adams, Mass.
Wood, Charles Terry Furman University; University of Michigan.	Newport News, Va.

JUNIOR STUDENTS

Ackerman, Gerald Lyon Washington & Jefferson College; medical student, West Virginia University, 1929-1931.	Saginaw, Mich.
Callaway, Jasper Lamar University of Alabama; medical student, <i>ibid.</i> , 1929-1931.	Clanton, Ala.
Conti, Martin Edward West Virginia University; medical student, <i>ibid.</i> , 1929-1931.	Youngstown, Ohio
Darden, William Howard University of Alabama; medical student, <i>ibid.</i> , 1929-1931.	Northport, Ala.
Donnelly, Grant Lester Duke University; University of Chicago; medical student, University of North Carolina, 1927-1930.	Chapel Hill, N. C.

- Depner, Rudolph John Woonsocket, R. I.
Rhode Island State College; University of Missouri; medical student, *ibid.*, 1928-1930.
- DuPuy, Elbert Newton Beckley, W. Va.
University of West Virginia; medical student, *ibid.*, 1928-1930.
- Haltom, William Lorenz Jonesboro, Ark.
Hendrix College; University of Alabama; medical student, *ibid.*, 1928-1930.
- Heinitsh, George W. Spartanburg, S. C.
University of North Carolina; medical student, *ibid.*, 1928-1930.
- Joyner, George William Denniston, Va.
Wake Forest College; medical student, *ibid.*, 1928-1930.
- Lovejoy, John Fletcher Decatur, Ga.
Emory University; medical student, University of Alabama, 1928-1930.
- Stevenson, Ralph Richards Salt Lake City, Utah
University of Utah; medical student, *ibid.*, 1928-1930.
- Upchurch, Thaddeus Gilbert Apex, N. C.
University of North Carolina; medical student, *ibid.*, 1928-1930.
- Walker, Elizabeth Noel Charlotte, N. C.
Queens College; University of North Carolina; medical student, *ibid.*, 1928-1930.
- Ward, Needham Edgar, Jr. Chapel Hill, N. C.
Wake Forest College; University of Texas; University of North Carolina; medical student, *ibid.*, 1928-1930.
- Wiley, Walter Raphael Monroe, N. C.
Wake Forest College; medical student, *ibid.*, 1928-1930.
- Wilkinson, William Edgar Ridgeville, N. C.
Davidson College; medical student, University of North Carolina, 1928-1930.

SPECIAL STUDENTS

- JULIAN BUSBY, *Medicine*, July 1 to September 30, 1930.
CHARLES A. GRAHAM, *Medicine*, June 1 to August 15, 1931.
THOMAS T. JONES, *Medicine*, May 30 to September 25, 1931.
JOHN G. RENNIE, *Obstetrics and Gynecology*, April 21 to August 1, 1931.
KEITT H. SMITH, *Obstetrics and Gynecology*, July 1 to August 31, 1930.
NEEDHAM E. WARD, JR., *Obstetrics and Gynecology*, July 1 to Sept. 30, 1930.
EDITH C. ROBINSON, *Pathology*, July 1 to September 30, 1930.
GEORGE F. BUSBY, *Surgery*, August 1 to September 30, 1930.
JOHN S. FOWLER, *Surgery*, July 23 to September 30, 1930.
FREDERICK M. REESE, *Surgery*, July 1 to August 31, 1930.

INSTITUTIONS AT WHICH THE MEDICAL STUDENTS WERE PREPARED

Alabama, University of.....	7	Brown University.....	1
Amherst College.....	1	Buffalo, University of.....	1
Berea College.....	1	California, University of.....	1
Birmingham Southern College.	1	Carson Newman College.....	1
Brigham Young University....	1	Charleston, College of.....	1
Broadbudd College.....	1	Chicago, University of.....	1

Columbia University.....	4	New York, College of the City of	1
Dartmouth College.....	1	New York University.....	6
Davidson College.....	9	North Carolina State College..	2
Dayton, University of.....	1	North Carolina, University of..	18
Dennison University.....	1	North Dakota, University of...	1
Drake University.....	1	Ohio State University.....	6
Drury College.....	1	Ohio University.....	1
Duke University.....	37	Pittsburgh, University of.....	7
Emory & Henry College.....	1	Princeton University.....	1
Emory University.....	2	Queens College.....	1
Florida, University of.....	2	Randolph-Macon College.....	1
Furman University.....	2	Rhode Island State College....	1
Geneva College.....	1	Richmond College.....	1
George Peabody College	1	Ripon College.....	1
Georgetown University	2	Roanoke College.....	1
George Washington University .	1	Rutherford College.....	1
Georgia, University of.....	2	South Carolina, University of..	2
Harvard College.....	2	Stanford University.....	1
Hendrix College.....	1	State Teachers College, Penna..	1
Idaho, University of.....	1	Syracuse University.....	1
Illinois, University of.....	1	Tennessee, University of.....	1
Indiana, University of.....	1	Texas, University of.....	1
Iowa, University of.....	1	Tulane University.....	2
John B. Stetson University.....	1	Utah, University of.....	1
John Carroll University.....	1	Vanderbilt University.....	2
Lafayette College.....	1	Virginia, University of.....	2
Lehigh University.....	1	Wake Forest College.....	11
Marshall College.....	3	Washington College.....	1
Mars Hill College.....	2	Washington & Jefferson College	1
Meredith College.....	1	Washington & Lee University..	1
Michigan State College.....	1	West Virginia University.....	5
Michigan, University of.....	4	Wichita, University of.....	1
Millsaps College.....	1	William & Mary, College of...	2
Mississippi, University of.....	1	Wisconsin, University of.....	1
Missouri, University of.....	3	Yale University.....	2

STATES IN WHICH THE MEDICAL STUDENTS WERE BORN

Alabama.....	4	Massachusetts	1
Arizona	1	Michigan	3
Arkansas	2	Mississippi	2
Connecticut	2	Missouri	2
Florida	1	New Jersey	2
Georgia	3	New York	15
Idaho	1	North Carolina	40
Illinois	1	Ohio	7
Iowa	1	Pennsylvania	8
Kansas	2	Rhode Island	1
Kentucky	2	South Carolina	8
Maryland	3	Tennessee	2

Texas	4	West Virginia	6
Utah	1	Wisconsin	2
Virginia	9		

Foreign Countries

Alsace	1	Mexico	1
Austria	1	Scotland	1
Korea	1	South Africa	1

THE SCHOOL OF RELIGION

SENIOR CLASS

Acey, Archie Everette A.B., Randolph-Macon College, 1927.	North Emporia, Va.
Andrews, Chester James A.B., Duke University, 1930.	Fairmont, N. C.
Ashley, George Norman A.B., Wake Forest College, 1928.	Edenton, N. C.
Atkinson, Samuel Marvin A.B., Wofford College, 1929.	Murrell's Inlet, S. C.
Austin, Hugh Stewart A.B., University of Florida, 1929.	Orlando, Fla.
Barclift, Chancie DeShield A.B., Duke University, 1927.	Gates, N. C.
Barnwell, Roy James A.B., Duke University, 1929.	Coleridge, N. C.
Bass, James Dallas Ph.B., Emory University, 1930.	Pulaski, Tenn.
Bowles, Charles Phillips A.B., Duke University, 1928.	Greensboro, N. C.
Braxton, Jabus Walton A.B., High Point College, 1929.	Henderson, N. C.
Brown, Cansau Delane A.B., Duke University, 1929.	Eldorado, N. C.
Brown, Robert Edgar A.B., Southwestern University, 1920.	Kinston, N. C.
Browning, Charles Hancher A.B., Maryville College, 1927.	Ewing, Va.
Carruth, John Robert A.B., Emory and Henry College, 1929.	Anthony, N. M.
Clay, Charles Wesley A.B., Duke University, 1929.	Winston-Salem, N. C.
Cooke, Paul A.B., Birmingham-Southern College, 1926.	Cullman, Ala.

- Council, Raymond Ward
A.B., Lambuth College, 1929.
- Crutchfield, Henry Ervin
A.B., Elon College, 1926.
- Davis, Harvey Landis
A.B., Duke University, 1921.
- Dimmette, Joel Walter
A.B., Duke University, 1928.
- Dutton, William Clarke
A.B., Emory and Henry College, 1923.
- Edwards, Moir Williamson
A.B., Duke University, 1929.
- Foster, George Adair
A.B., University of Florida, 1930.
- George, LeRoy Brunson
A.B., Wofford College, 1929.
- Grisham, Roy Arnold
A.B., Millsaps College, 1928.
- Harbin, Andrew Vandiver, Jr.
A.B., Wofford College, 1929.
- Hardin, Harvey McConnell
A.B., Southern College, 1929.
- Harris, Loy Vernon
A.B., Duke University, 1924.
- Hathaway, Offie Lemuel
A.B., Duke University, 1930.
- Highfill, Thomas Guthrie
A.B., Moravian College, 1928.
A.M., Duke University, 1930.
- Hood, George Franklin
A.B., Duke University, 1928.
- Jenkins, Theodore Roosevelt
A.B., Duke University, 1927.
- Kolb, Ernest Connors
A.B., Furman University, 1919.
A.M., Duke University, 1928.
- Lefler, Bayne Wesley
A.B., Asbury College, 1925.
- Mayo, Louis Allen
A.B., Duke University, 1928.
- Needham, Eugene Warren
A.B., Duke University, 1931.
- Overton, Ernest Golden
A.B., Duke University, 1925.
- Pool, Bob Lem
A.B., Duke University, 1930.
- Union City, Tenn.
- Henderson, N. C.
- Wilmington, N. C.
- Cedar Grove, N. C.
- Cedar Springs, Va.
- Skyland, N. C.
- De Funiak Springs, Fla
- Independence, La.
- Sardis, Miss.
- Mullins, S. C.
- Alva, Fla.
- Scotland Neck, N. C.
- Raleigh, N. C.
- Webster, N. C.
- Sandy Ridge, N. C.
- Durham, N. C.
- Windsor, N. C.
- Cedar Falls, N. C.
- Durham, N. C.
- Ruffin, N. C.
- Swepsonville, N. C.
- Kilgore, Tex.

Pope, Liston A.B., Duke University, 1929.	Thomasville, N. C.
Root, Paul Adelbert A.B., Asbury College, 1930.	Seattle, Wash.
Rowland, John Lester A.B., Hendrix-Henderson College, 1926.	Plainview, Ark.
Sanford, Marshall Stanfield A.B., Lambuth College, 1929.	Parsons, Tenn.
Sharpe, Ralph McDuffie A.B., Wofford College, 1927.	Gilbert, S. C.
Shumaker, Ralph Baxter A.B., Duke University, 1928.	Marshall, N. C.
Singleton, George Harbin A.B., Birmingham-Southern College, 1929.	Birmingham, Ala.
Stafford, Garland Reid A.B., Emory and Henry College, 1925.	Abingdon, Va.
Stokes, John Lemacks A.B., Asbury College, 1930.	Seoul, Korea
Thompson, Arnold Chester A.B., Taylor University, 1924.	Hillsboro, N. C.
Thompson, Lacy Hunter A.B., Asbury College, 1927.	Harmony, N. C.
Washam, Conrad Cline A.B., Duke University, 1930.	Davidson, N. C.
Williams, Atticus Morris B.S., North Carolina State College, 1921.	Erwin, N. C.
Williams, Benjamin Truman A.B., Hendrix-Henderson College, 1928.	Ozark, Ark.
Wilson, Raymond A.B., Lambuth College, 1929.	Kerrville, Tenn.
Yountz, James Ernest A.B., Duke University, 1929.	Charlotte, N. C.

MIDDLE CLASS

Barbee, Carl Webster B.S., Wake Forest College, 1927.	Bahama, N. C.
Barnwell, Myrtle Carver A.B., Duke University, 1930.	Coleridge, N. C.
Boggs, Clyde Stewart A.B., Kentucky Wesleyan College, 1930.	Hazard, Ky.
Bowman, Clarice Margaret A.B., Duke University, 1931.	Mount Airy, N. C.
Brown, James Witt A.B., Randolph-Macon College, 1930.	Richmond, Va.
Darden, Robert Bright A.B., Randolph-Macon College, 1926.	Lawrenceville, Va.

Dean, William Eunice A.B., Birmingham-Southern College, 1930.	Hanceville, Ala.
Denton, Ernest Sigler A.B., Kentucky Wesleyan College, 1930.	Henderson, Ky.
Donald, Samuel Everett A.B., Lynchburg College, 1931.	Clifton Forge, Va.
Duffie, George Summers A.B., Wofford College, 1930.	Saluda, S. C.
Evans, Garfield A.B., Southern College, 1911.	Graham, N. C.
Faulk, Roland William A.B., Centenary College, 1930.	Gilbert, La.
Giessen, Charles Henry A.B., Hendrix-Henderson College, 1930.	England, Ark.
Goldston, Cleo Wade A.B., University of North Carolina, 1930.	Goldston, N. C.
Goodwin, Miriam Fuller A.B., North Carolina College for Women, 1923.	Morganton, N. C.
Groce, William Harold A.B., Duke University, 1930.	Farmer, N. C.
*Hardee, Robert Marion A.B., University of North Carolina, 1932.	Stem, N. C.
Harrison, Eugene Myers A.B., Furman University, 1920. Th.B., Southern Baptist Theological Seminary, 1923.	Florence, S. C.
Hastings, Comer Henry A.B., Lambuth College, 1930.	Memphis, Tenn.
Hedden, Forrest Dearborn A.B., Southern College, 1930.	Tampa, Fla.
Hinson, Oded Isaiah A.B., Duke University, 1908.	Durham, N. C.
Hix, Clarence Eugene, Jr. A.B., Duke University, 1931.	Durham, N. C.
Holt, Doctor Dillon A.B., Duke University, 1927.	Albemarle, N. C.
Huckabee, Weyman Carlisle A.B., Duke University, 1926.	Durham, N. C.
Huffman, Norman Ara A.B., Duke University, 1930.	Asheville, N. C.
Jackson, Fynes Berty A.B., Emory and Henry College, 1930.	Carrboro, N. C.
James, Feltham Syreen A.B., Wofford College, 1928.	Sumter, S. C.
Lanier, Walter Lee A.B., Duke University, 1930.	Norwood, N. C.

* The degree of Bachelor of Arts conferred in June, 1932.

- Lineberger, James Worth
A.B., Wofford College, 1929.
- Lowell, Stanley
A.B., Asbury College, 1930.
- Maness, Madison Ward
A.B., Duke University, 1928.
- Montaz, Arthur Sigmund
Ph.B., University of Chicago, 1913.
- Pearce, Hubert Edward, Jr.
A.B., Hendrix-Henderson College, 1930.
- Prentis, Robert Brown
A.B., Kentucky Wesleyan College, 1930.
- Regan, James Robert
A.B., Duke University, 1928.
- Robbins, Cecil Wayne
A.B., Birmingham-Southern College, 1930.
- Robinson, Harold Manson
A.B., Duke University, 1931.
- Russell, Harrel McTeer
A.B., Emory and Henry College, 1927.
- Shinn, Fred Harris
A.B., Duke University, 1930.
- Smith, Charles Moody
A.B., Duke University, 1930.
- Steele, Eva Belle
B.S., Peabody College, 1928.
- Still, Joseph Ragsdale
A.B., Emory and Henry College, 1930.
- Tew, William Alton
A.B., Guilford College, 1930.
- Thrift, Charles Tinsley, Jr.
A.B., Duke University, 1930.
- Tilley, Lester Archie
A.B., Duke University, 1929.
- Trammell, James Fletcher
A.B., Southwestern University, 1930.
- Turner, Clarence Ambrose, Jr.
A.B., William and Mary College, 1930.
- Tuttle, Lee Foy
A.B., Duke University, 1927.
- Vale, Charles Edward
A.B., Duke University, 1931.
- Whitehead, Talton Johnson
A.B., High Point College, 1930.
- Whitsett, Daniel Cleveland
A.B., Birmingham-Southern College, 1930.
- Rock Hill, S. C.
- Hastings, Minn.
- Rowland, N. C.
- Raleigh, N. C.
- Clarendon, Ark.
- Owensboro, Ky.
- Elizabethtown, N. C.
- Shannon, Miss.
- Denver, N. C.
- Lenoir City, Tenn.
- Concord, N. C.
- Charlotte, N. C.
- Catlett, Va.
- Knoxville, Tenn.
- Goldsboro, N. C.
- Durham, N. C.
- Bynum, N. C.
- Ireland, Texas
- Princeton, N. C.
- High Point, N. C.
- Hillsboro, N. C.
- Snow Camp, N. C.
- Mobile, Ala.

Wicker, Walton Crump A.B., University of North Carolina, 1916. A.M., Columbia University, 1920.	Elon College, N. C.
Wright, Esther Sayre A.B., Duke University, 1930.	Lexington, Va.
Young, James Doayne A.B., Lambuth College, 1930.	Lonoke, Ark.

JUNIOR CLASS

Adkins, Alfred Carl A.B., Kentucky Wesleyan College, 1928.	Louisville, Ky.
Anderson, Wilber Kenneth A.B., Asbury College, 1931.	Winfield, Kansas
Asher, William Lee A.B., Randolph-Macon College, 1931.	Richmond, Va.
Barnett, Lee Page A.B., Emory and Henry College, 1929.	Liberty, N. C.
Bell, Curtis Odell A.B., University of South Carolina, 1929.	Lancaster, S. C.
Blakemore, John Haywood A.B., University of Mississippi, 1931.	Corinth, Miss.
Boland, William Ray A.B., Southern College, 1931.	Winter Haven, Fla.
Bradley, Earle Loca A.B., Wake Forest College, 1930.	Spencer, N. C.
Cooley, William Frank A.B., Hendrix-Henderson College, 1931.	Blytheville, Ark.
Cousins, Reba Thurston A.B., Duke University, 1930.	Durham, N. C.
Crook, William Estes B.S., Missouri Teachers College, 1926.	Independence, Mo.
Gibbons, Kermit Field A.B., Southwestern University, 1931.	Hallettsville, Texas
Harmon, John Calvin, Jr. A.B., Duke University, 1931.	Bath, N. C.
Harrison, Russell Sage A.B., Duke University, 1931.	Pinetown, N. C.
Hawkins, Samuel Jackson A.B., Duke University, 1931.	Wilmington, N. C.
Johnson, Talmage Carey A.B., Furman University, 1917. A.M., Vanderbilt University, 1921.	High Point, N. C.
Joyce, Johnie Leroy A.B., Duke University, 1931.	Broadway, N. C.
Justus, John Henry A.B., Wofford College, 1931.	Woodford, S. C.

Kelley, Chelsea Homer A.B., Morris Harvey College, 1928.	Stem, N. C.
*Loftin, Floyd Fillmore A.B., Duke University.	Durham, N. C.
Madren, Silas Ernest A.B., Elon College, 1929.	Elon College, N. C.
Matheny, Rolla John A.B., Marietta College, 1930.	Parkersburg, W. Va.
McLarty, Emmett Kennedy, Jr. A.B., Duke University, 1931.	Charlotte, N. C.
Nicholson, Walter Staples A.B., Guilford College, 1907.	Guilford College, N. C.
Poole, Wiley Gordon A.B., Wake Forest College, 1931.	Neuse, N. C.
Pratt, Joseph Gaither A.B., Duke University, 1931.	Winston-Salem, N. C.
— Sawada, Ryosoke A.B., Kwansei Gakuin, 1923.	Tokyo, Japan
Shewbert, John Edward, Jr. A.B., McMurry College, 1931.	Durham, N. C.
Spell, Herbert Lee A.B., Wofford College, 1931.	Smoaks, S. C.
Stokes, James Carlisle A.B., Asbury College, 1931.	Seoul, Korea
Swackhamer, Thomas Cecil A.B., Central College, 1931.	Urich, Mo.
Tarver, David Franklin A.B., Centenary College, 1927.	New Orleans, La.
Tuttle, Robert Gregory A.B., Duke University, 1928.	Leaksville, N. C.
Twitchell, Herman Martell A.B., Millsaps College, 1931.	Itta Bena, Miss.
Walston, Robert Edward A.B., Duke University, 1931.	Conetoe, N. C.
Warren, Millard Whitfield A.B., Duke University, 1931.	Henderson, N. C.
Weldon, Wilson Osbourne A.B., University of South Carolina, 1931.	Columbia, S. C.
White, Julian Eugene A.B., Randolph-Macon College, 1931.	Laurel, Md.
Wiley, Edward Emerson A.B., Emory and Henry College, 1931.	Abingdon, Va.
Williamowsky, Chaim A.B., Jewish Rabbinical Seminary, 1913.	Durham, N. C.

* The degree of Bachelor of Arts conferred in June, 1932.

SPECIAL STUDENTS

Coleman, Thomas Rupert	Durham, N. C.
A.B., Duke University, 1928.	
B.D., Duke University, 1931.	
Ward, James Ambrose	Dillon, S. C.
A.B., Wake Forest College, 1917.	
B.D., Crozer Theological Seminary, 1922.	

JUNALUSKA SCHOOL OF RELIGION

GRADUATE STUDENTS

Barnett, Lee Page	Liberty, N. C.
A.B., Emory and Henry College, 1929.	
Blakemore, John Haywood	Corinth, Miss.
A.B., University of Mississippi, 1931.	
Bishop, William Raymond	Nashville, Tenn.
A.B., Vanderbilt University, 1930.	
Brown, Cansau Delane	Eldorado, N. C.
A.B., Duke University, 1929.	
Brown, Mary Leola	Churchville, Va.
A.B., Mary Baldwin College, 1929.	
Clarke, Homer Palmore	Portsmouth, Va.
A.B., Tulsa University, 1918.	
B.D., Vanderbilt University.	
Donald, Samuel Everett	Clifton Forge, Va.
A.B., Lynchburg College, 1931.	
Edens, Lacy Thomas	Mt. Airy, N. C.
A.B., Duke University, 1924.	
Evans, Garfield	Graham, N. C.
A.B., Southern College, 1911.	
Grisham, Roy Arnold	Sardis, Miss.
A.B., Millsaps College, 1928.	
Holt, Doctor Dillon	Gibsonville, N. C.
A.B., Duke University, 1927.	
Jackson, Fynes Bert	Carrboro, N. C.
A.B., Emory and Henry College, 1930.	
Johnson, Roscoe Chesterman	Ferrum, Va.
A.B., Randolph-Macon College, 1925.	
Kiger, John Hubert	Maryville, Tenn.
A.B., Maryville College, 1919.	
Kilgore, John Benjamin	Van Wyck, S. C.
A.B., Newberry College, 1900.	
B.D., Vanderbilt University, 1908.	
McLester, Frances Cole	Nashville, Tenn.
B.S., Columbia University.	
A.M., Columbia University.	
Padgett, Helen Claire	Andalusia, Ala.
A.B., Womans College of Alabama, 1929.	

Sanford, Glenn Freeman	Conway, Ark.
A.B., Hendrix-Henderson College, 1924.	
Sanford, Marshall Stanfield	Parsons, Tenn.
A.B., Lambuth College, 1929.	
Suddath, Frank Keenan	Sianca Blanca, Texas
A.B., Emory and Henry College, 1917.	
M.A., Columbia University, 1924.	
Stillwell, Edgar Herman	Cullowhee, N. C.
B.S., Peabody College, 1919.	
Tillis, Mabel Aversa	Lakeland, Fla.
A.B., Southern College, 1930.	
Trigg, Philip Blaine	Artega, Fla.
A.B., Duke University, 1913.	
Tucker, Sarah Boyd	Farmville, Va.
A.B., Winthrop College.	
A.M., Columbia University, 1910.	
Tuttle, Mark Quarles	Cullowhee, N. C.
A.B., Duke University, 1923.	
Warren, Millard Whitfield	Henderson, N. C.
A.B., Duke University, 1931.	
Worley, Elbert Dayton	Abingdon, Va.
A.B., Emory University, 1915.	

UNDERGRADUATE STUDENTS

Barnes, Samuel I.	Mine Run, Va.
Carriger, John Pinkney	Morristown, Tenn.
Earnhardt, Mrs. D. E.	Henderson, N. C.
Fisher, Elene	Hazelwood, N. C.
Harper, Mrs. H. M.	Texarkana, Ark.
Jackson, Mrs. F. B.	Carrboro, N. C.
Johnson, John Norborne	Waynesville, N. C.
Jones, Edward H.	Auburn, Ala.
Lance, Mrs. Helen Earnhardt	Milton, N. C.
Lawrence, Daniel Charles	Sanford, N. C.
McCracken, Sarah Katherine	Washington, N. C.
Rogers, Frank Lee	Waynesville, N. C.
Stewart, J. L.	Charlotte, N. C.

SUMMARY

GOVERNMENT, ADMINISTRATION, AND INSTRUCTION

Trustees of Duke University	36	
Trustees of Duke Endowment	15	
Officers of Administration		50
The University	5	
Trinity College, the Woman's College and the Schools	16	
Assistants in Administration	29	
Officers of Instruction		249
Professors	83	
Associate Professors	13	
Assistant Professors	62	
Instructors	73	
Lecturers	18	
Industrial Research Fellows		9
University Fellows		27
Graduate Assistants		56
Graduate Scholars		23
Assistants		21
Staff of University Libraries		54
Total		540

STUDENTS

Trinity College		1,480
Seniors	172	
Juniors	232	
Sophomores	359	
Freshmen	734	
Special Students	13	
Woman's College		604
Seniors	89	
Juniors	121	
Sophomores	151	
Freshmen	131	
Special Students	12	
The Graduate School of Arts and Sciences		709
The School of Law		76
First Year	34	
Second Year	23	
Third Year	16	
Graduate Students	3	
Total (carry to page 558)		2,869

Carried forward (from page 557)	2,869	
The School of Medicine	158	
First Year	64	
Second Year	47	
Juniors	19	
Seniors	18	
Special Students	10	
The School of Nursing		77
The School of Dietetics		6
The School of Religion		150
Seniors	54	
Middle Year	54	
Juniors	40	
Special Students	2	
The Summer Schools		1,676
Graduates, First Term	423	
Graduates, Second Term	185	
Undergraduates, First Term	509	
Undergraduates, Second Term	297	
Junaluska Summer School	223	
Junaluska School of Religion	39	
		<hr/>
		4,936
Deduction for names appearing more than once.....	775	
	<hr/>	
Total Enrollment		4,161
	<hr/>	
Enrollment in regular session		2,798

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